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ABSTRACT

This handbook was produced by the California Vocational Education Resource System (VERS) to assist administrators in planning, implementing, and monitoring career-vocational education services for students with special needs (disabled, disadvantaged, or limited English proficient) in regular vocational education classrooms. The guide is organized in 17 modules covering the following: ideology; federal and state regulations; program planning; funding and fiscal management; personnel development; community relations; coordination with community support agencies; student identification; student assessment; development of Individualized Education Programs (IEPs); classroom/program placement; instructional accommodations; learning centers; job market analysis; job development; job placement; and follow-up services. Each module is prefaced by a "time-saver" cover page that briefly defines the vocational education topic or process covered in the module, lists the sections of the module, and suggests ways in which it might be used. Supplementary materials are appended to some modules. (KC)

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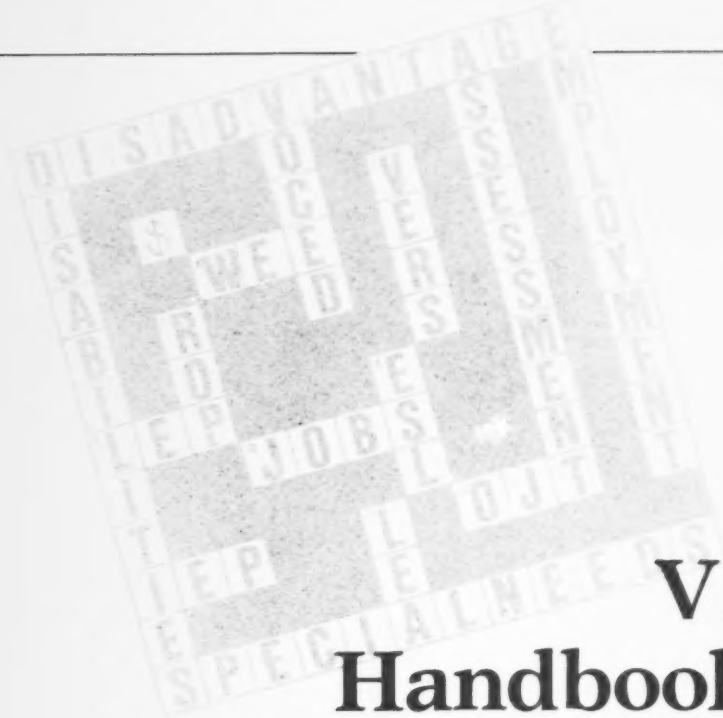

1990
Edition

VERS Handbook for Administrators on Career-Vocational Education Services

for Disadvantaged Students and Students with Handicapping Conditions

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VERS HANDBOOK FOR ADMINISTRATORS ON CAREER-VOCATIONAL EDUCATION SERVICES FOR DISADVANTAGED STUDENTS AND STUDENTS WITH HANDICAPPING CONDITIONS

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PROGRAMS

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Bill Honig, Superintendent of Public Instruction
California State Department of Education
Career-Vocational Education Division
721 Capitol Mall
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PREFACE

Under the leadership of Superintendent of Public Instruction Bill Honig, the California State Department of Education has identified career-vocational education as an effective way to support the state's goals of academic excellence. Emphasis is being placed on strengthening the partnership between career-vocational education and the core curriculum and coordination which assures that career-vocational education instruction, among and within institutions, is delivered in an articulated, sequential program. This handbook provides state-of-the-art information on planning, implementing, and evaluating career-vocational education services in keeping with the new directions of California's educational system.

Federal and state policies mandate that youth with special needs (academically and economically disadvantaged students, limited-English proficient students, and students with handicapping conditions) receive appropriate, integrated career-vocational education services. This Handbook emphasizes practical methods for appropriately serving students with special needs in regular vocational education programs, and provides current and concise methods for improving services to these students.

As evidenced by this Handbook, the Career-Vocational Education Division of the California State Department of Education is committed to assisting local districts to increase the quality of career-vocational education programs for all students. Continuing cooperation, trust, and unified action among administrators, teachers, parents, and representatives of the business community are essential if we are to provide all individuals with the skills they need to attain economic self-sufficiency and valued social roles. The extent to which children and youth with special needs succeed in career-vocational education programs may in large measure dictate the extent to which our general society succeeds in the future.

Jim Allison
State Director of
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The North Orange County Regional Occupation Program was instrumental in planning the content and writing drafts for many of the original versions of the modules in this document. Thanks are due especially to Jean Lanning, Trish Riley, M.L. Oxford, and Grace King.

A group of highly professional and dedicated vocational education administrators, vocational education instructors, and special educators participated in the development of the modules. Our sincere appreciation is extended to:

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A Handbook development team at the California Institute on Human Services researched materials, coordinated the contributions of writers, and helped to edit and produce the current version of this Handbook. The members of this production team included:

Jo Ann Kinney Lopez
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Sue Murphey
Diane Nissen
Michael Selinsky
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Charrie Wilson

All of us who developed the Handbook hope that it will be a valuable reference material for California's vocational education administrators in planning, implementing, and monitoring career-vocational education services for students with special needs.

VERS: The Vocational Education Resource System

This Handbook was produced by VERS (The Vocational Education Resource System), a statewide project. The Career-Vocational Education Division implements VERS at no charge to local schools to assist vocational educators to improve the quality of services offered to handicapped, disadvantaged, and limited-English proficient students. VERS is a comprehensive technical assistance model which helps local educators: (1) to self-assess the extent and quality of their efforts to mainstream students with special needs into regular vocational education programs, (2) to develop local self-improvement plans for correcting self-perceived problems, and (3) to implement self-improvement plans.

Using a highly acclaimed self-assessment process, a VERS Resource Facilitator meets with local educators to prepare a self-improvement plan for their secondary school and/or ROC/P. These plans list five or more goals in a variety of program domains: (1) planning and evaluation; (2) recruitment, identification and placement; (3) instruction; (4) support services; and (5) professional development.

Once a self-assessment meeting is completed, a Resource Facilitator formulates a draft self-improvement plan, shares it back with original planners, and makes any necessary revisions. VERS then provides needed follow-up consultation to implement local plans. The information in local plans remains confidential, i.e., information on the self-identified needs of individual local programs is solely used for local planning purposes.

Past participants at planning meetings have completed evaluations of VERS services immediately following the completion of their self-improvement plans, following their receipt of technical assistance, and six and twelve months after the preparation of their self improvement plans. Evaluation data indicates that VERS provides a useful service which assists local school personnel to upgrade their vocational services for students with special needs.

The success of VERS is attributable to a variety of factors. First, it is a voluntary activity. It provides assistance to schools which want to improve. Second, VERS is not obtrusive. It provides short term, intensive help and serves as a catalyst for self-managed change. Third, it gathers important decision makers together and heightens their awareness of a wide range of possible program improvements. Finally, when outside assistance is needed, VERS helps schools to match their needs with existing resources: exemplary programs, materials, and resource people. VERS draws on the resources of other state supported projects to help local educators make identified school improvements and, when necessary, arranges for on-site consultation in the areas of needed assistance.

In conclusion, VERS strives to assist local educators to change regular vocational education programs and practices in ways that will facilitate improved school services in regular vocational education programs for students who are handicapped, limited-English proficient and disadvantaged.

If you are interested in receiving services from VERS, or in learning more about what VERS can do for you, contact VERS, California Institute on Human Services, Sonoma State University, Rohnert Park, CA 94928, (707) 664-2416.

INTRODUCTION

Purpose of the Handbook

This Handbook was developed for administrators of local career-vocational education programs. The purpose of the Handbook is to provide information necessary to plan, implement, and monitor career-vocational education services for students with special needs in regular vocational education classrooms. From the standpoint of this Handbook, students with special needs are those with handicaps, or who are academically disadvantaged, economically disadvantaged, or limited-English proficient.

Focus of the Handbook

The content of this Handbook is geared toward the administrative point of view. This is the unique aspect of the Handbook; other materials exist for vocational education teachers, special education teachers, and counselors, but not for administrators. Often, materials geared toward teachers and other support staff are too detailed and area-specific to be useful for administrators. This Handbook is written with an appreciation of the limited time vocational education administrators have at their disposal, and an acknowledgement of the importance of administrators being in the know for sound decision making and effective interaction with teachers. This Handbook provides the administrator with an overview of each segment of vocational education for students with special needs, definitions of terms, and recommended approaches for improving services.

Content of the Handbook

The first seven modules address administrative issues; the remaining ten focus on specific information which the vocational education administrator needs to know regarding the implementation of vocational education services for students with special needs. The topics presented in each module are outlined below:

Module I: Ideology. This module presents the philosophy behind integrating students with special needs into regular vocational education programs, quality indicators, and the importance of coordination between vocational educators and specialty educators.

Module II: Federal and State Regulations. This module presents statutes and regulations pertinent to students with disadvantages and students with handicapping conditions.

Module III: Program Planning. This module presents the necessity of program planning, the composition and function of the local planning team, the process of program planning, and the essential components of a written plan.

Module IV: Funding and Fiscal Management. This module presents procedures for obtaining funds, major sources of funds and agencies to contact, directories of resources for finding information on fund raising, and principles of fiscal management. (NOTE: VERS also has produced a California Guide to Funding Career-Vocational Education Services for Students with Special Needs which is available on a loan basis from VOICE (916)445-0401.)

Module V: Personnel Development. This module presents the roles and responsibilities of industrial technology teachers and vocational education teachers, their professional background, and their preparation for teaching students with special needs.

Module VI: Community Relations. This module presents the benefits of good community relations, the methodology for achieving good public relations and the role of the vocational education advisory committee in community relations.

Module VII: Coordination with Community Support Agencies. This module presents types of community support agencies, the importance of coordination and the process of establishing coordination.

Module VIII: Student identification. This module presents the types of special needs students may have, characteristics of students with special needs, the importance of identification, the process of identification, and common problems in the identification/referral process.

Module IX: Student Assessment. This module presents the purpose of vocational assessment, how vocational assessment information can be used, the student variables that are typically assessed, the assessment process, and how it can be adapted for students with special needs.

Module X: Development of the Individualized Education Program (IEP). This module presents a description of the IEP, its requirements in relation to vocational education, the purpose of the IEP, the composition of the IEP team, the role of vocational education personnel in the IEP process, and the development of individual goals and objectives.

Module XI: Classroom/Program Placement. This module presents program options, program provisions, alternatives to vocational level study for students with special needs, and the role of the administrator in the program placement process.

Module XII: Instructional Accommodations. This module presents general and specific instructional strategies for teaching students with special needs, the importance of developing basic skills, and examples of specific instructional adaptations.

Module XIII: Learning Centers. This module presents methods of planning, implementing, and evaluating a learning center; and ways in which supplementary media services and instructional materials are incorporated to provide both advanced educational opportunities and remedial learning experiences for special needs students.

Module XIV: Job Market Analysis. This module presents the components of job market analysis, ways in which job market information is used, the benefits of job market information for students with special needs, and ways to access job market information.

Module XV: Job Development. This module presents the job developer's role in preparing students with special needs for the world of work and establishing linkages and partnerships with employers.

Module XVI: Job Placement. This module describes the personnel responsible for job placement, the appropriate time for initiating job placement activities, the process of job placement, and quality indicators for good job placement.

Module XVII: Follow-up Services. This module presents the purpose and benefits of follow-up, follow-up services which should be provided to students and employers, and the process of providing appropriate follow-up services.

Format of the Handbook

The Handbook is organized into seventeen modules. Each module is prefaced by a "time saver" cover page which briefly defines the vocational education topic or process covered in the module, lists the sections of the module, and suggests ways in which the administrator might use the module.

The order in which the modules are presented reflects a logical sequence from initial administrative considerations to the full implementation of the career-vocational education programs and services. While the modules were designed to interface with each other, they can be used independently for selected purposes.

Materials which supplement the context of individual modules are appended at the end of some modules. These materials are referenced in the modules.

TIME-SAVER SHEET

MODULE I

IDEOLOGY

DEFINITION:

> Ideology refers to the philosophy behind integrating students with special needs into regular career-vocational preparation programs.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- Why integrate students with special needs into regular career-vocational preparation programs?
- What are quality indicators of effective vocational education programs for students with special needs?
- Why is cooperation between specialists who provide educational services for students with special needs and vocational educators so necessary?
- Why is cooperation between core curriculum instructors and vocational educators so necessary?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning the career-vocational preparation programs so that they are consistent with current ideology.
- For community relations purposes, especially employer relations.
- For communicating with parents.
- For background information on interacting with other vocational services professionals.

MODULE I

IDEOLOGY

This module introduces a set of beliefs which support the provision of appropriate career-vocational preparation services to students with special needs. This belief system supports quality program planning, appropriate program implementation and effective program monitoring---responsibilities of the vocational education administrator.

This module will outline the philosophy behind integrating students with special needs into regular vocational programs, quality indicators of programs, and the importance of cooperation between educational specialists and vocational educators, and between vocational educators and core curriculum instructors.

WHY INTEGRATE STUDENTS WITH SPECIAL NEEDS INTO REGULAR CAREER-VOCATIONAL PREPARATION PROGRAMS?

Vocational education in California is undergoing great change, especially for students with special needs enrolled in California's secondary schools. Federal and state legislation has necessitated many of these changes but more importantly, educators are becoming aware of the needs and abilities of individuals with special needs. The future of all students, including students with special needs, depends on their employability after graduation. Students without skills cannot expect to obtain jobs in this age of high technology, and industry cannot be expected to provide training if educators have failed to do so.

Pressure from advocacy groups as well as legislative mandates require that all persons with disadvantages and handicaps who choose to, do receive vocational training. It is necessary that we offer classes in vocational education so that students can acquire entry level skills necessary for employment and/or for future advanced training. We must fulfill our mandate to provide appropriate career-vocational preparation services for all students.

The following is a list of basic premises which support the provision of vocational education services to students with special needs:

- Students with handicaps and those who are disadvantaged have special needs, but first and foremost they are human beings who have the same desires as all other people to develop saleable job skills.

- The groups that make up the California population have, and continue to become more diverse and reflect greater numbers of citizens whose background cultural experiences vary considerably from the dominant culture. The diversity of the state can be a strength but only if we prepare all students with an expanded range of knowledge and skills necessary for full participation in an ever changing, technologically sophisticated, information society.

- Students with special needs, rather than looking for pity and charity, are increasingly expressing a preference for self-support and independent lifestyles. Meaningful employment is essential if they are to attain these goals.

- Failure to teach students saleable job skills will result in lifetimes of social dependency, a drain on our economy and a failure to actualize human potential.

- Almost all students with special needs are capable of becoming productive, contributing members of society.

- One out of every seven American workers becomes unemployed for six months or longer during their careers due to a disability. Before a person can return to work at their old job or at a different job, retraining is often necessary. Support for the integration of persons with disabilities into regular vocational education programs could someday have a direct bearing on our own employability or that of a family member.

WHAT ARE QUALITY INDICATORS OF EFFECTIVE VOCATIONAL EDUCATION PROGRAMS? FOR STUDENTS WITH SPECIAL NEEDS?*

Students with special needs have the same basic need to prove that they are capable of self-support as students without special needs. Therefore, the same components that are considered quality indicators in regular vocational education also should be applied to programs that integrate students with special needs. Quality programs consider the academic, vocational, and career interests and needs of students, current job market projections, and specific local occupational needs. They provide the following:

- Reinforcement of students for mastering the core curriculum.

- High standards for achievement.

- Career information and guidance on new and emerging occupations adapted to our ever changing technology.

- Assessment of vocational interests, abilities, skills, and counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

- Modifications and adaptations necessary for the successful completion of vocational education programs.

* The Career-Vocational Preparation Division of the California Department of Education is expected to release formally approved quality indicators for career-vocational preparation courses in 1988. The draft version of these guidelines is found in Program Quality Review for High Schools: Process, Criteria, and Self Study, "Vocational Technical Education", Sacramento, 1987.

- A vocational plan for students with employment and/or advanced training as a final goal.
- Instruction where broad clusters of skills related to a specific grouping of similar occupational areas are learned in a coordinated sequence of courses.
- Job development and job placement services necessary for obtaining work experience and post-school employment.
- Comprehensive program design and content.
- Current and relevant instruction.
- Leadership and citizenship development.
- Supervised practical experience.
- Qualified instructors and support personnel.
- Facilities, equipment, and supplies which incorporate modern technology, and assure health and safety standards.
- Community and industry involvement with the vocational education program.
- Active efforts to promote the program.
- Professional development activities.
- Ongoing program review, planning and accountability.

While recognizing the basic similarities of the vocational needs of all students, whether they are students with or without special needs, good programs are attentive to the individual needs and requirements of students who are identified as having special needs. Elimination of stereotyping is critical for providing individualized accommodation and programming necessary for all students to benefit from vocational education services. Quality programs coordinate the fiscal and human resources of the education system and the community to provide appropriate services to all students.

WHY IS COOPERATION BETWEEN SPECIALISTS WHO PROVIDE EDUCATIONAL SERVICES TO STUDENTS WITH SPECIAL NEEDS AND VOCATIONAL EDUCATORS SO NECESSARY?

The goals of vocational education cannot be met for students with special needs without the cooperation and assistance of specialty education programs. Although all students identified as having special needs may not be in a specialty program, many have specific educational needs which cannot be met without program modifications or adaptations. Conversely, the specialty program cannot help meet students' self sufficiency goals without the cooperation of the vocational education program. Collaboration and coordination between departments can be both cost-effective and resource effective.

Specialty educators and vocational educators are often disinclined to work closely because they have different areas of primary concern. Vocational educators are primarily concerned with content and specialty educators are more concerned with process. Vocational educators prepare students to perform jobs in a changing and competitive work world. Specialty educators, seek ways to succeed with students for whom the regular education system is inadequate.

Despite these differences in emphasis, quality career-vocational preparation programs for students with special needs depend upon contributions from both disciplines. Vocational educators have very specialized knowledge about occupations and the skill progressions for achieving acceptable performance in various occupations. In addition, most vocational educators have had direct work experience in their occupational area and thus understand the skills needed in particular work environments. Special educators, have professional knowledge regarding students' learning problems and effective teaching strategies. When students have learning problems which impede their progress in a regular school setting, students need special services and assistance, appropriate to their individual problems. In order to become more employable, however, they also need sufficient job skills to compete in their chosen field. The design and delivery of good employment training requires a vocational education background, and the design and delivery of appropriate modifications to employment training requires the involvement of educational specialists. The disciplines must work together closely to provide quality vocational education.

The division of responsibility between vocational education and specialty education requires an administrative plan for the coordination of resources and the distribution of funds. This cooperative arrangement is documented in the case of students with handicaps in their individualized education program (IEP), a requirement for all special education students (see Module X). The IEP is a plan for the delivery of services that includes a vocational education component. The vocational education component must be planned by both vocational educators and special educators. The planning and cooperative efforts of all persons involved in the education of students with special needs is an essential ingredient for enabling students to become employable, contributing members of their community.

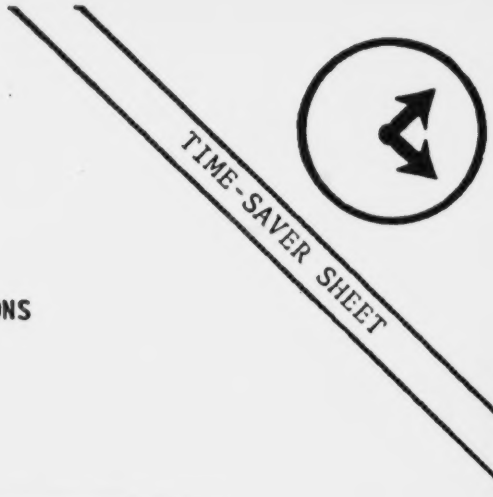
WHY IS COOPERATING BETWEEN CORE CURRICULUM INSTRUCTORS AND VOCATIONAL EDUCATORS SO NECESSARY?

Career-vocational preparation programs in California prepare students for successful participation in the workplace, college, home, and community. Programs should consist of a sequence of well planned, articulated, and complementary academic and vocational courses; instructional activities; and student support services. Programs should support and reinforce the core academic program in addition to providing career, employability, leadership, and vocational skills.

The future vitality of California's economy is dependent upon a workforce which has basic academic competency essential for adapting to the increasing complexity of jobs. Over 60 percent of jobs today require high levels of information processing. A large number of jobs are being upskilled or increased in their complexity. It is essential that all students master the

core academic curriculum. Vocational educators must actively cooperate with core curriculum instructors to ensure that vocational programs are designed in ways that reinforce the core curriculum.

The importance of integrating students with special needs into regular vocational education programs and services is endorsed by the California State Department of Education, Career-Vocational Preparation Division, and by the U.S. Department of Education. Legislation that pertains to vocational education for students with special needs is the topic of the next module.



MODULE II

FEDERAL AND STATE REGULATIONS

DEFINITION:

> Federal and state regulations refer to the mandates (statutes and regulations) that are pertinent to career-vocational preparation for students with special needs.

THIS MODULE ANSWERS THE FOLLOWING QUESTION:

- What mandates apply to students who are disadvantaged and/or have handicapping conditions?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning the vocational education program so that it is in compliance with federal and state regulations.
- For maintaining the program in compliance with federal and state regulations.
- For justifying the program to the community.
- As background information when interacting with other vocational education personnel.
- For sources of further information regarding federal and state regulations.

MODULE II

FEDERAL AND STATE REGULATIONS*

Students with special needs are assured the right to education by very specific and important legislation at the state and federal levels. Federally funded institutions which violate these strict legal provisions risk loss of funding.

> No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.
>
> - Regulations of Section 504, Vocational Rehabilitation Act of 1973

It is vital for the vocational education administrator to be cognizant of the specific mandates which address students with disadvantages and handicaps.

Mandates are expressed in terms of statutes and regulations. Statutes are legislatively enacted laws at either the federal or state levels; regulations describe the application of the statute, and are adopted by the state or federal agency responsible for the statute's implementation. For example, the California Education Code specifies the statutes, and the California Administrative Code specifies the regulations for application of the statutes. Federal level mandates, remember, take precedence, unless a corresponding state level mandate offers the special needs group increased protection.

This module provides vocational education administrators with descriptions of key federal and state laws which affect their local education agency (LEA).

WHAT MANDATES APPLY TO STUDENTS WHO ARE DISADVANTAGED AND/OR HANDICAPPED?

- **Public Law 98-524 The Carl D. Perkins Vocational Educational Act of 1984**

  This federal law emphasizes the need to adequately prepare all students for employment and requires that states expend ten percent of their vocational education basic state grant from the federal government to provide up to fifty percent of the total cost of services for students with handicaps. An additional twenty-two percent must similarly be spent on services for disadvantaged students. The costs of educating

*Caryl Miller of the Orange County Department of Education has prepared a comprehensive summary of laws and regulations from the perspective of assisting persons with disabilities to be fully employed. This document is titled Laws and Regulations: Career and Vocational Education for the Handicapped. (1987) It may be obtained from the Orange County Department of Education, P.O. Box 9050, Costa Mesa, California 92628-9050, (714) 966-4126.

such students must exceed the costs of regular vocational education services in order for reimbursement with these funds to occur. Federal funds must be matched by non-federal funds and both federal and matching funds must thus be spent to provide services which are over and above those provided to all other students in regular vocational programs and for services which are essential for handicapped or disadvantaged students to succeed in vocational education. For example, the funds can be used to support:

- Information to handicapped and disadvantaged students and the parents of such students concerning the opportunities available in vocational education

- Additional staff to coordinate work study services

- Curriculum, equipment and facilities modifications

- Assessment of interests, abilities, and special needs relevant to completing vocational education programs

- Guidance, counseling services and career development activities

- The acquisition of modern machinery and tools needed to provide quality vocational education to disadvantaged individuals

PL 98-524 stipulates definitions for disadvantaged and handicapped students as follows:

- "Disadvantaged" means individuals other than handicapped individuals who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited-English-proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

- "Handicapped," when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping conditions, cannot succeed in the regular vocational education program without special assistance.

This Act has several significant implications for regular vocational educators:

- Information must be provided to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and eligibility enrollment requirements at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade.

- All disadvantaged students and students with handicapping conditions must receive an assessment of their interests, abilities, and special needs as is relevant for their successful completion of the vocational education program.

- All disadvantaged students and students with handicapping conditions must be supplied special services, including adaptation of curriculum, instruction, equipment and facilities designed to meet the needs identified in their assessment.

- All disadvantaged students and students with handicapping conditions must receive guidance counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services.

- All disadvantaged students and students with handicapping conditions must receive counseling services designed to facilitate the transition from school to post school employment and career opportunities.

The state makes information available to local districts each year on federal mandates and state directions regarding the use of PL 98-524 funds for students with special needs in a Directions document sent to the field by the Assistant Superintendant of Specialized Programs. Issuance of this document is accompanied by application workshops throughout the state. Important information on the use of these funds is also contained in The Three-Year Federal Supplement to the California State Plan for Vocational Education, a Questions and Answers policy booklet and a Documentation Guide for Handicapped, Disadvantaged, and Limited-English-Proficient Students in Vocational Education Programs and Services. All of these documents are available free of charge from the Vocational and Occupational Information Center for Educators (VOICE), 560 J Street, Suite 385, Sacramento, CA 95814, telephone: (916) 445-0401.

- **Public Law 97-300 The Job Training Partnership Act of 1982**

The purpose of the Job Training Partnership Act (JTPA) is to establish programs to prepare youth and unskilled adults to enter the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers which would keep them from obtaining productive employment without special training.

The Act defines an "economically disadvantaged" individual as a person:

- Who receives, or is a member of a family who receives, cash welfare payments under a federal, state, or local welfare program;

- Whose income, or whose family's income, has been at or below poverty level, or at or below 70% of the lower living standard income level, for six months prior to applying for JTPA services;

- Who receives food stamps according to the Food Stamp Act of 1977;

- Who is an adult handicapped individual who receives welfare, or whose income is at or below poverty level or 70% of the lower living standard income level, even though that individual's family's income is higher. For the purpose of the Act, "handicap" means either a physical or mental disability substantial enough to keep that person from employment.

The Act does not define a handicapped youth as a "family of one" entitled to JTPA services as it does for an adult. The Department of Labor, however, has given governors the right to define eligibility requirements in their states. In California, the Governor, upon the recommendation of the Employment Development Department, has defined handicapped youth as a "family of one" who may be entitled to JTPA services. However, documentation of income is still a requirement for certification for JTPA eligibility, but not a restriction to service.

The JTPA defines performance requirements for employment which are based on a recognition "that job training is an investment in human capital, not an expense." The law states that "the basic return on the investment" should be measured by increased earnings, increased employment, and a reduction in welfare dependency. The law has different criteria for adult and youth training programs under Title II.

For adult programs, the criteria for success are:

- Placement in unsubsidized employment.

- Retention in unsubsidized employment.

- An increase in earnings, including hourly wages.

- Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments.

For youth programs, in addition to appropriate adult program requirements, the Act also adds the following criteria for judging the success of programs:

- Attainment of employment competencies recognized by the private industry council.

- Elementary, secondary, and post secondary school completion or the equivalent thereof.

- Enrollment in other training programs or apprenticeships or enlistment in the Armed Forces (29 USC 1516).

JTPA funds are allocated to service delivery areas (SDAs) which are governmental units identified by the governor of each state upon recommendation of the State Job Training Coordinating Council. In each SDA, there is a private industry council (PIC) composed of representatives from private sector (a majority), education agencies, organized labor, rehabilitation agencies, community based organizations, economic development agencies, and the public employment service. The task of each PIC is to:

- Provide policy guidance for a job training plan.

- Review, monitor and evaluate the job training plan for its SDA in cooperation with units of general local government.

- Select grant recipients to administer the job training plan (either the PIC, a local government agency, a non-profit organization, or another agreed upon entity).

In addition, AB 3424 (Chapter 1329, Statutes of 1982, effective January 1, 1983) amended Section 52302.3 of the Education Code gave PICs the right to:

- Review and comment upon the district and ROC/P plans submitted for VEA funding, before the plans are submitted to the State Board of Education or other appropriate governing bodies.

The performance standards required by JTPA do not make allowances for handicapped individuals. However, there is a formula for an allocation process whereby a SDA can apply to the Department of Labor for modification of performance requirements for groups of people who are hard to place in employment.

There are several important implications of the JTPA for vocational educators:

- Section 123 of PL 97-300 of the JTPA regulates the use of State Education Coordination and Grants funds that are designated for direct training services, not income support.

  1) The Act itself outlines 28 different services which qualify for JTPA funding. Some of these are: job search assistance, job counseling, remedial education and basic skills training, advanced career training combining on-the-job and classroom training, outreach services for career awareness and training, literacy training, bilingual training, work experience, vocational exploration, attainment of high school equivalency certificates, and job development.

  2) To receive JTPA funds, local education agencies must apply directly to the SDAs.

- 8% of the state grant under Title II, Part A, of JTPA is designated as a setaside to the state education agency for state education programs.

- 80% of these funds are to provide services through cooperative agreements between the state education agency, local SDA administrators, and where appropriate, local education agencies.

  1) This percentage must be matched outside of JTPA sources, but certain other federal sources are allowable as matching funds.

  2) 50% of these funds are allocated to SDAs, primarily for use with GAIN recipients.

  3) 30% of these funds are available through a Request for Proposal (RFP) process from the state education agency.

- 20% of these funds are designated for coordination of the education and training services.

- There are at least three different ways in which LEAs can be recipients of JTPA funds: a) submitting a Request for Proposal; b) being selected directly as a grant recipient by an SDA; c) participating in the JTPA Work Experience Program for Youth (ages 14-21). The most likely alternative is to become a subcontractor for an SDA through one of these processes. This means becoming involved in the planning processes in your local SDA and County PIC.

- The JTPA establishes the public and private sectors as partners in the decision making on local policy and plan, and in the administration and operation of JTPA services.

  1) Vocational educators have an opportunity to be involved in planning and decision making at the state and local levels by being represented on the State Job Training Coordinating Council, SDAs, and PICs.

  2) This kind of involvement is especially important since PICs review and comment on school districts' applications for VEA funding.

The JTPA was ammended in 1986 (S.2069 and H.R. 5185) to specifically indicate the intent of the Congress to include projects under JTPA which serve populations with multiple barriers to employment (Section 11(a), Part D, Title IV). Special consideration is given to individuals with handicapping conditions.

The Job Training Partnership Act is still undergoing reinterpretations and changes in funding priorities. To keep abreast of these reinterpretations and to receive more information about how vocational educators can play a part in defining the JTPA, contact the State Department of Education and ask for the field consultant assigned to your region:

Youth, Adult, and Alternative Education Division
California State Department of Education
721 Capitol Mall--4th Floor
Sacramento, CA 95814
(916) 445-4740

- **Public Law 94-142 The Education of all Handicapped Children Act of 1975**

This law (and subsequent extensions in PL 95-49, 1977; PL 95-561, 1978; PL 96-961, 1980; PL 98-199, 1983; and PL 99-372) assures a free and appropriate public education, including vocational education services, to every person with a handicapping condition between ages three and twenty-one. State and local school systems are federally mandated to provide all identified students with handicapping conditions with an educational program that is designed to meet each individual's needs, including the provision of related support services. This important act has several notable implications for vocational education programs:

- Students with handicapping conditions must be provided with the same educational opportunities as all other students, including access to vocational programs/services.

- An individualized education program (IEP) must be developed annually for each student with a handicapping condition via an IEP meeting which includes a school administrator, parents, and the student's teachers, and when appropriate, the student, and a person who can interpret the assessment results. The vocational education teacher should attend when appropriate.

- Parents of students with handicapping conditions over 18 years old have a right to their educational records and to request changes if they feel that misleading or incorrect information is on file.

- To the maximum extent practicable, LEAs must provide programs to enable students with handicapping conditions to participate in regular education programs (least restrictive environment). This means that whenever possible, learners with handicaps should be taught vocational skills in regular vocational education classes and should only receive educational services in separate programs when it can be documented that the student cannot succeed in the regular program.

- Non-discriminatory testing procedures must be followed with students with handicapping conditions which means that: (1) students must be assessed in all areas related to the suspected disability; (2) tests cannot be racially or culturally biased; (3) tests must be administered in the student's primary language; and (4) the assessment must be conducted by a multidisciplinary team and must address the specific areas of educational need. No single criterion test may be used to determine an appropriate program for the student.

- **Public Law 98-112 The Rehabilitation Act of 1973 (Sections 502 and 504)**

This law forbids discrimination toward students with disabilities in admitting them to vocational education programs and in preparing them for employment opportunities. Learners with handicaps must receive services in regular education programs to the maximum extent possible, even if doing so

means that the school must provide supplementary aids and services and/or make physical renovations to assure accessibility. Section 502 applies to buildings and facilities while Section 504 applies to programs and activities as well as buildings and facilities.

- Greater Avenues for Independence - GAIN (Sections 52616, 33117.5, 71050, and 84707 of the Education Code; Sections 10521, 10524, 15006, 15010, 15011, 15032, 15037, 15043, and 9615 of the Unemployed Insurance Code; Article 3.2, Section 11320, Chapter 2, Part 3, Division 9 of the Welfare and Institution's Code)

This law is an employment training initiative intended to ensure that AFDC recipients compete successfully in the employment market. It is a mandatory program which provides job services, training and education services and supportive services to some AFDC recipients. Local approaches for the delivery of GAIN services must be designed and implemented by county welfare departments in cooperation with community college districts, county offices of education, and private industry councils. The goals of this new program are (1) to train, if necessary, and place AFDC recipients in unsubsidized employment, and (2) to reduce welfare costs. These goals mean a huge investment in preparing AFDC recipients for the world of work.

The GAIN program is administered at the state level by the Department of Social Services. Approved county plans, however, determine service provision at the local level. Local education agencies may participate in GAIN planning activities for their county by communicating and working with their county welfare department. This participation is important because existing training, educational, and child care agencies may provide many of the services called for in a local GAIN plan using either current funding sources or by the addition of JTPA or GAIN funds. These services may include: GAIN educational appraisal services; high school diploma/GED; remedial education; English-as-a-second-language; job club/job search; guidance; and educational assessment.

A Handbook on GAIN Educational Services may be ordered from Comprehensive Adult Student Assessment System (CASAS), 2725 Congress St., 1-M San Diego, CA 92110 (619) 298-4681. More information about how vocational educators can play a part in GAIN may be obtained by contacting the GAIN coordinator at the local county welfare department or the GAIN contact person at the local county office of education.

- **Education Code Part 30**

Education Code, Part 30 commencing with Section 56000 assures compliance on the state level with Public Law 94-142, and provides certain mandates in vocational education for students with exceptional needs.

- Section 56200 requires that local plans be developed by district(s) and/or county offices that describe the process of referral, identification, and assessment; and implementation for, and a description of, services available.

- Section 56320(f) requires that, where appropriate, an assessment of handicapped students be made in the areas of career and vocational abilities and interests.

- Section 56345(b)(1)(2) requires an individualized education program to include, when appropriate:

  1) Prevocational career education for pupils in kindergarten and grades one to six, inclusive, or pupils of comparable chronological age.

  2) Vocational education, career education or work experience education, or any combination thereof in preparation for remunerative employment, including independent living skills training for pupils in grades seven to twelve, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215 (of the Education Code).

- Section 56362 requires that resource specialist programs also include: "Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life."

- Section 56363 requires that designated instruction and services (DIS) specified in a student's IEP be made available to that student "when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program." This section requires that designated instruction and services be provided by the regular class teacher, the special class teacher, or the resource specialist if they are "competent to provide" the services, and, if not, a DIS specialist should provide them. The list of DIS services includes specially designed vocational education and career development.

- Section 56456 specifies that it is the intent of the legislature that local education agencies may use any state or local special education funds to satisfy the excess cost matching requirements for receipt of federal vocational education funds for individuals with exceptional needs.

- Sections 56460 to 56463 define, establish, and fund a new program of transition services to facilitate the planned movement of students with handicapping conditions from school to post secondary environments.

- Sections 56470 to 56474 define, institutionalize, and fund an existing program termed Project WorkAbility to provide employment training experiences for secondary students with disabilities, adults with disabilities, and others who experience barriers to successful completion of school.

- Section 41881 makes special fiscal allowances to regional occupation centers serving students with visual handicaps, deafness, or orthopedic impairments under specified circumstances.

- **The California Administrative Code, Title 5, Section 3051.14**

Regulations pertaining to specially designed vocational education and career development, which are administered under the local plan, are designed to assure compliance with PL 94-142 and Section 504 of the Rehabilitation Act of 1973, PL 93-112. Section 3051.14, which has specific implications for vocational educators, reads as follows:

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- Providing prevocational programs and assessing work related skills, interests, aptitudes, and attitudes.
- Coordinating and modifying the regular vocational education program for an individual with exceptional needs.
- Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
- Establishing work training programs within the school and community.
- Assisting in job placement.
- Instructing job trainers and employers as to the unique needs of the individuals.
- Maintaining regularly scheduled contact with all work stations and job-site trainers.
- Coordinating services with the Department of Rehabilitation and other agencies as designated in the individualized education program.

For further information on the special education statutes and regulations, contact:

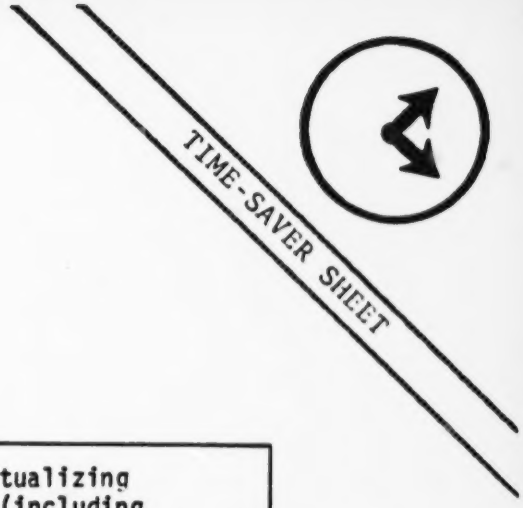
California State Department of Education
Special Education Division
721 Capitol Mall
Sacramento, CA 95814
(916) 323-4750
or
601 West 5th Street
Los Angeles, CA 90017
(213) 620-6096

This module has provided an outline of the major federal and state mandates which apply to career-vocational preparation services for students with special needs. It is essential to understand that these statutes and regulations are constantly being updated, amended, and otherwise altered. Specifics for each statute and regulation, as well as amendments and revisions, can be obtained from the following regional offices of the Career-Vocational Preparation Division:

One Bunker Hill Building
601 West Fifth Street
Los Angeles, CA 90017
(213) 620-3424

4075 State Building
1111 Jackson Street
Oakland, CA 94507
(415) 464-0393

The next important consideration for vocational education administrators is planning the vocational program, the topic of Module III.



MODULE III

PROGRAM PLANNING

DEFINITION:

> Program planning refers to conceptualizing the vocational education program (including all the processes, human and fiscal resources necessary to deliver vocational education services to students with special needs) and developing a written plan.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- Why is it necessary to plan?
- Who is responsible for planning the vocational education program for students with special needs?
- How should planning be done?
- What should be included in the plan?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning the local career-vocational preparation program or coordinating the planning of the program.
- For putting together a planning team.
- For evaluating the thoroughness of the current vocational plan for students with special needs.

MODULE III

PROGRAM PLANNING

The vocational education administrator has primary responsibility for coordinating planning to assure appropriate vocational education services for students with special needs. Unless the vocational education administrator is responsible for a new district or school, there is probably already some type of vocational education going on with students with special needs. Planning in this sense does not mean starting from scratch; what it does mean is defining and improving on what is already operational.

The preceding modules presented the ideology behind integrating students with special needs into regular vocational education programs and the legislation pertinent to this endeavor. This module will equip the vocational education administrator with the information necessary to coordinate program planning.

It will present:

- The purpose of program planning.
- The composition of the planning team.
- The process of planning.
- The content of a vocational plan for assuring equal access to students with special needs.

WHY IS IT NECESSARY TO PLAN?

There are two key reasons why planning the program is essential. First, planning is an important step in obtaining Vocational Education Act (VEA) funds and California special education monies. When applying for funding for special programs, it is necessary to lay out who the special populations are, how the local education agency (LEA) plans to serve students with special needs, and why specific programs or services are needed for each population. Having a plan to work from makes this a clear, easy task; without a plan, the real needs of students with special needs may not be represented and they may not be afforded access to recruitment, enrollment and placement activities and to the full range of vocational education programs available to all other students.

The second reason that planning is important is to facilitate the smooth running of programs. A plan can be a living document---a flexible and practical guide for implementing programs, evaluating how programs are faring, and making midstream adjustments. A well conceived plan can energize both vocational educators and specialty educators and give clarity of purpose to a program. Good planning improves all facets of a program including student identification and assessment, fund raising appeals, public relations and job linkages, staffing choices and evaluation.

WHO IS RESPONSIBLE FOR PLANNING THE VOCATIONAL EDUCATION PROGRAM FOR STUDENTS WITH SPECIAL NEEDS?

The planning process should be enacted by a broad based planning team or ad hoc committee composed of selected key individuals. The major advantage of this inclusive team approach is that it creates a sense of individual "ownership" among the people who will be responsible for implementing the plan with students with special needs. Members of the planning group should represent vocational education, specialty education, general education, adult education, regional occupational centers/programs (ROC/Ps), supportive (related) services, regional centers, parents of students with special needs, business and industry representatives, and students.

Specifically, members of the planning team should include:

- The director of vocational education at the level for which the plan is being developed.
- The local education agency's chief administrator (or a designated agent) responsible for fiscal matters.
- One or more members of the school board.
  - Ideally, the school board should be involved in the planning process. Support from the board is a major influence on the effective implementation of programs for students with special needs.
- One or more members from the vocational education advisory committee.
  - Members of the local vocational education advisory committee would be extremely valuable in providing linkages to local industry and business.
- Several education staff members who are responsible for programs and services.
  - Vocational education teachers, educational specialists for students with special needs, general educators, aides and support personnel are key to planning a program that will be viable on an operational level.
- One or more persons from the community who are in touch with the job market; possibly a representative from a local private industry council (PIC).
- Parents of students with special needs.
- Students with special needs and students without special needs.
  - Student input and involvement should be a recurring theme in needs assessment and program planning.

- A "wild card."

  - Someone who does not represent any formal vocational education or special education constituency, but who has the ability to energize groups.

It is important that the team have a chairperson to help resolve differences of opinion within the group and to represent the group as a spokesperson to decision makers. Ideally, the chairperson should have the ability to merge the "here and now" with the "visionary" (two to five years from now).

The planning team should serve as the working group. Members could overlap with the Vocational Education Advisory Committee, but should be specifically focused on planning the program to ensure the successful participation of students with special needs. The planning group should have an integral relationship to other local advisory councils outside of the school, for example, the local Private Industry Council, and should be responsible to the local planning group in charge of developing the local vocational education plan.

HOW SHOULD PLANNING BE DONE?

The key to developing a plan that is workable for administrators, vocational educators, specialty educators, and students with special needs lies in the process of creation itself---that is, in the way planning is done and in the interaction of those who are involved. The following steps offer a guide to be used in the process of planning vocational education services for students with special needs.

- Organize the Planning Team.

  As discussed in the above section on "Who Should Be Responsible for Planning," getting together a potent planning group is critical to developing a good plan. This working group will implement the planning process outlined in this section. The coordinator of the vocational education program must select the planning team strategically. Review the above section for how-to's.

- Inservice the Planning Team.

  Since the planning team is often brought together for the specific time limited task of planning, they may not be as well informed on the relevant vocational education/special needs issues as the vocational education advisory committee or the administrators and staff of the program. It is obviously very important that they be given the necessary background before being charged with the task of planning.

  The planning team should be given a presentation on the current vocational education programs, prevocational programs under vocational education, and daily living/independent living programs offered through special education. If the LEA has any specific programs of career

education and/or career development, these should be presented to the group. In this way team members will be aware of all current offerings which could be reflected in a comprehensive plan.

The planning team should also be provided with materials that summarize the provisions and requirements of the several laws which have a bearing on vocational education services for disadvantaged students and students with handicapping conditions (see Module II).

- Handle the Administrative Tasks of the Planning Group.

The planning group must be organized as a working team in order to implement the planning process effectively.

- Designate a chair. This is important to insure continuity and facilitate decision making.

- Identify tasks. Use the remainder of this section for ideas, but be sure to give team members a chance to suggest additional tasks.

- Assign Responsibilities. After laying out tasks, decide as a group who has the time, expertise, and connections to most effectively implement various tasks. Be sure to get consensus from members on due dates!

- Conduct a Needs Assessment.

Needs assessment is usually the first step in comprehensive program planning. It establishes the direction and focus of curricular programs, sets priorities for future development, and gives the basis for allocating scarce resources. Needs assessment is a systematic, formal procedure for determining:

- The desired state of affairs---i.e., a statement of "what ought to be."

- The present conditions that exist---i.e., "what is."

- The kinds and degrees of discrepancy that exist between "what is and what ought to be."

- The reasons or causes for discrepancies.

- Which discrepancy (need) areas should be given the highest priorities for modification.

1) Assess the needs of the community. A plan that is viable should be developed with sensitivity to trends in the community, to needs of employers and of community agencies which provide services to students/graduates with special needs. Specifically, current and future job markets in the community should be ascertained with input solicited from local employers, advisory committees, various governmental agencies, the local Private Industry Council, new

industries in the area, and vocational education program staff. California program approval procedures now require evidence, based on job market analysis, that new programs are in tune with job needs.

2) Assess the needs of students. As with other aspects of proposing new programs, the State Department of Education now mandates that evidence of student interest in such programs be included in an institution's request for program approval. Who are the potential new vocational education students with special needs and what vocational needs and interests do they have? This information can be gathered from faculty (especially special class faculty), administrators, counselors, and from student body surveys. Surveys of student needs should tap the occupational interests, aptitudes, and career goals of students. Surveys should be presented in a format that is easily understood by students, perhaps being specially designed for use with specific groups (limited-English-proficient, learning handicapped, visually impaired, etc.).

3) Assess the needs of the program. This is a particularly important needs assessment component when some form of programming is already operational but concern exists as to whether it is meeting the needs of the community or of students. Elements which should be assessed are curriculum, course offerings, teaching strategies, scheduling, personnel needs, facility needs, equipment, and supplies. A Checklist for use in program needs assessment in the area of services for students with special needs is included at the end of this section. In addition, the State Department of Education, Office of School Improvement, has prepared Program Quality Review for High Schools. These documents include quality criteria for judging the effectiveness of a program on secondary level students. Copies may be obtained from the California Office of Publication Sales, P.O. Box 271, Sacramento, CA 95802.

When assessing community, student and program needs, it is important to remember the following points:

- Needs assessment data should include representative samples from all of the relevant groups in the school or community.
- It should cover all vocational education program areas.
- It should be as specific as possible regarding what is missing and what needs improvement.
- It should provide as much information as possible on methods of remediating problems and satisfying needs.

The needs assessment can be conducted via questionnaire, interview, or via open hearings which are well publicized in advance through special memos or press releases.

- Derive Goals and Objectives from the Needs Assessment.

  One of the planning team's most important tasks is to develop clear statements of the goals and objectives for the plan. The primary source of raw data for developing goals and objectives will be the needs assessment results. But in addition to working from identified needs, the planning team should keep in mind the Three Year Federal Supplement to the California State Plan for Vocational Education, the local education agency's policy for vocational education, the local three year plan for vocational education, advisory committee recommendations, the local JTPA Service Delivery Area Plan, and local job market needs.

  The first step in this process is to delineate goals. Goals are broad statements of what the agency or the program intends to achieve. Objectives are specific statements, in measurable terms, of when the goals will be achieved. The goals and objectives developed for he agency or program serve as the basis for recommendations regarding curriculum, instructional material, equipment and facilities. The planning team should develop:

  - Both short and long-term goals for the instructional program.

  - Specific objectives for each goal.

- Present the Goals and Objectives in an Open School Board Meeting.

  A representative of the planning team should submit or present the needs assessment results and the proposed goals and objectives in a well publicized open school board meeting. Feedback should be solicited from all individuals who will be involved in implementing any new or modified programs, especially administrators and instructors. Particularly sensitive areas are those relating to budgeting, staffing, and problems arising from the potential effects of the program upon other programs.

- Develop a Written Plan.

  The written plan should be based on needs assessment data, the resulting goals and feedback received at the school board meeting. The plan should identify the students with special needs who will be served by the program, the assessment and instructional procedures to be used, all aspects of job development and placement, and efforts to coordinate with agencies/employers in the community. More specific suggestions regarding the content and format of a good plan are elaborated in a subsequent section of this module.

- Develop a Budget.

  New programs must justify themselves as state boards and other approval bodies feel the need to evaluate cost effectiveness. In planning a budget to go along with the program, determine:

  - Facility, equipment, and supply needs and costs.

- Personnel needs and costs.

- Sources of funding.

Be sure the site principal, LEA business manager, or another person responsible for dealing with budgets participates in this part of the planning process.

- Obtain Input from the Local Private Industry Council.

Recent legislation amending the Job Training Partnership Act of 1982 (PL 97-300) has given local Private Industry Councils the responsibility to review and comment on local vocational education plans and to offer programs and courses, before those plans are submitted for regular education administration review. This is to assure compliance with the intent of the legislature that there be proper coordination between, and integration of, local service delivery area (SDA) services, and the programs and services which exist in the community. All programs, services, policies, and procedures established in an SDA must be in accord with the local service delivery area plan. Obtaining input from local PICs during the development stage will assure continuity between school objectives and SDA objectives.

- Plan for an Evaluation of the Program.

Legislators and community groups have put pressure on vocational education administrators to demonstrate the effectiveness of programs. This is particularly true of innovative programs for students with special needs. The time to begin thinking about evaluation is during the planning phase. It is at this point that questions should be asked regarding what to collect, when and how to collect and analyze the data, what conclusions should be drawn, what evaluation forms to consider, what requirements exist due to funding sources, how extensive the evaluation will be and how the results will be utilized. The planning team should use the goals and objectives derived from the needs assessment to determine how to measure program outcomes.

Evaluation can be conceptualized in terms of:

- Monitoring the program during its early stages.

- Conducting a review or summative evaluation after the program has operated a year or two.

Monitoring focuses on insuring that the program is being conducted as planned, that classes are being offered and services are being provided. It is important for the team to develop a plan for regularly monitoring program implementation. There should be:

- A program for recording the progress that programs and staff make toward achieving identified objectives.

- A program for recording student progress.

- A program for recording student progress.

- An evaluation process involving teachers, supervisors, counselors, advisory committees, and other pertinent staff for reviewing evaluation data and making changes when necessary.

Summative evaluation emphasizes gains to the student as a result of the program. Outcome indices for summative evaluation are: measures of the program's success in placing students with special needs in full time competitive employment programs, in more specific and advanced level training or in vocational rehabilitation programs; scores on credentialing exams; and attrition rates.

Overall, the team should plan the evaluation so that it answers these questions:

- Did the program achieve its goals and objectives?

- How cost effective is the program?

- How comprehensive is the range of services and education offered by the program?

- How effective is the program in increasing the career preparation and reducing the dependency of students with special needs?

- Implement the Plan.

After the plan is written and approved (the plan may need to receive LEA, community, regional and state approvals), the planning team should designate a program manager (if not already identified). The manager will take over from the planning team the responsibility of implementing programs of vocational education for the students with special needs. The program manager will most likely be an educator with both vocational education and specialty education experience.

WHAT SHOULD BE INCLUDED IN THE PLAN?

The planning team should develop a cooperative, written plan for assuring appropriate career-vocational preparation services for students with special needs. This will facilitate the provision of services in an organized, systematic manner, and assist educators, consumers and the community in monitoring the progress the school/district makes toward providing vocational education to students with special needs.

The written plan should include:

- Program philosophy and policy.

  - The policy statement should be consistent with district policy (if it is a site plan) and with the state vocational education policy for students with special needs. It should reflect the current state and federal legislative intent, and the social, economic, and cultural needs of the community.

- Description of personnel and their overall roles, and specific functions (who will do assessments, job market analysis, public relations?).

  - The description should include plans for staff development and inservice training needed to initiate and conduct programs for students with special needs.

- Definitions of students with special needs.

- Critieria for eligibility for regular vocational education programs.

- Procedures for notifying students and parents prior to the ninth grade of the vocational education programs available and the eligibility requirements for enrollment in such vocational education programs.

- Description of vocational assessment procedures, including assessment of students' interests, aptitudes, work skills and special needs with respect to successfully completing vocational education programs.

- Vocational counseling guidance and career development activities.

- Counseling activities provided to facilitate the transition from school to post school employment and career opportunities.

- Methods of coordination with other community entities such as regional centers, regional occupational programs (ROPs), Department of Rehabilitation, feeder schools, local community colleges, local PICs, and employers, etc.

- Description of the individualized education program process.

  - This should include statement of goals and objectives achieved by students. The statements should be presented in a manner which ensures that specified student outcomes can be adequately assessed.

- Procedures for regular (mainstreamed) vocational education program placement and the process for integration of students with special needs into and out of these placements.

- The nature of any separate, specialized classes for students with special needs and the process for graduating students out of these programs into regular vocational education program placements.

- Description of prevocational programs leading to life skills and to vocational program eligibility.

- Description of instructional procedures.

- This should include curriculum development lesson plans that clearly state instructional objectives, activities, and resources to be utilized; and procedures for adapting instructional techniques to accommodate students with special needs.

- Methods for developing and sustaining a powerful community relations program to disseminate the program in the community and encourage community interest and support for the program. A logical vehicle for this relationship exists in the new service delivery area (SDA) planning system under JTPA. Vocational education representation on local private industry council (PIC) is an excellent way to encourage community interest in the program as well as to notify the council and local elected officials of program needs (members serve for not less than two years). Another way is to participate in the public hearings to review and comment on the SDA plan. Each PIC must develop a plan that provides for active participation by vocational education agencies and schools, among others. The best way to find out how to participate is to contact local PIC, or the SDA staff.

- Procedures for job market analysis.

- Description of job development plans.

- Procedures for job placement, work experience, and sheltered workshop opportunities.

- Methods of following up job placement and overall procedures for evaluating the outcomes of the program.

- Description of supportive (related) services for students in both regular vocational programs and specially designed vocational programs.

- The nature of funds (source and amount per source) that will be applied to support the program, including the ways that VEA monies which are specifically earmarked for use with handicapped and disadvantaged learners will be spent.

This module has reviewed the major components of program planning to assure equal access to individuals with special needs: the purpose for planning, the composition of the educational planning team, the process of program planning and the content of a special needs vocational education plan. The following module will address one of the most critical aspects of the vocational education program---funding and fiscal management.

VERS SELF-IMPROVEMENT PLAN

Date of Plan: _____

School District or LEA	Resource Facilitator
School	Participants in the Planning Process — Position
Site Coordinator Telephone No.	

Category/Practice	Modification(s)	Staff Responsible	Estimated Time Frame	Needed Assistance	Estimated Cost of Assistance

Category/Practice	Modification(s)	Staff Responsible	Estimated Time Frame	Needed Assistance	Estimated Cost of Assistance

MODULE III

APPENDIX B

VERS SELF-ASSESSMENT CHECKLIST FOR IMPROVING CAREER-VOCATIONAL PREPARATION SERVICES FOR DISADVANTAGED STUDENTS AND STUDENTS WITH HANDICAPPING CONDITIONS

Prepared by

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VERS SELF-ASSESSMENT CHECKLIST
FOR IMPROVING CAREER-VOCATIONAL PREPARATION SERVICES
FOR DISADVANTAGED STUDENTS AND STUDENTS WITH HANDICAPPING CONDITIONS

This checklist is designed to permit a self-assessment of the career-vocational preparation practices that are administered by a school within the major service categories of (1) planning and evaluation; (2) recruitment, identification, and placement; (3) instruction; (4) support services, and (5) professional development. The checklist facilitates a review of a school's current vocational education services for students with special needs and helps to identify recommendations for program modifications and improvements. The items on the checklist may not in all cases represent an exhaustive coverage of the service categories and topics which are important for a school's vocational program. Adaptations should be made when necessary to ensure a comprehensive assessment.

Date of Assessment: The date (month, day, year) the form is completed.

School District or LEA: The school district or local education agency to which the school is administratively responsible.

Resource Facilitator: The name of the person who facilitated or chaired the planning meeting. A VERS Resource Facilitator is available free-of-charge to assist schools in the self-assessment process. (A description of VERS is included in the front of this Handbook.)

School: The name and address of the school, ROC/P where the assessment is occurring.

Participants in the Assessment Process: The name and position title of each person who contributed input to the self-assessment process.

Site Coordinator: The name and telephone number of the employee at the school who has been formally designated to act as a liaison between the Resource Facilitator and on-site personnel.

Category/Practice: The basic elements of a school's vocational education service delivery system that are pertinent to students with special needs.

Status: Check the column which most appropriately indicates the school's status with respect to each practice:

- Yes: The site follows the practice.
- No: The site does not follow the practice.
- N/A: Not Applicable: the school is not responsible for this practice or does not consider it relevant.

Priority of Modification: The importance of making the modification(s) in relationship to all other needed modifications.

Description: A description of the current status of the school's performance or nonperformance vis-a-vis the recommended practice.

Modification(s): A statement of the type(s) of modification(s) that would be appropriate to amend the school's present practice(s) so as to more closely resemble those which are recommended.

Staff Responsible: The person(s) responsible to ensure completion of the step(s) noted in the modification(s) column.

Needed Assistance: A statement of the assistance that will be necessary from resources outside of the school if a modification is to be made.

Estimated Cost of Assistance: The cost in dollars or school staff time that must be expended to complete a modification.

Estimated Time Frame: The date (month, day, year) that a modification will be completed.

Instructions

The process for using this checklist is as follows:

1. Distribute copies of the checklist to the instructors (vocational education teachers, educational specialists who serve students with special needs, core curriculum instructors), site administrators, and support personnel (e.g., job developer, job placement specialist, vocational counselor) at a vocational education program.

2. Convene a meeting of the above personnel.

3. Identify an individual to lead the session, i.e., a Resource Facilitator.

4. Individually designate the items in the category/practice column "yes," "no," or "NA" in accordance with the above definition of these ranks and discuss with the group.

5. Individually rate the importance of each category/practice that is designated "no" and discuss with the group.

6. Individually determine the five (± two) categories/practices which are considered most important and discuss with the group.

7. Determine the consensus of the group on the five (± two) categories/practices which are most important for improving the school's program during a specified time frame (e.g., one year) and complete the other columns on the form for these categories/practices.

VOCATIONAL EDUCATION RESOURCE SYSTEM
SELF-ASSESSMENT CHECKLIST

Date of Assessment

School District or LEA	Resource Facilitator
School	Participants in the Assessment Process — Position
Site Coordinator Telephone No.	

Category/Practice	Status Y	Status N	Status NA	Priority (low 1 2 3 4 5 high)	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
A. Planning and Evaluation A1. An advisory committee exists which sensitizes the education program to opportunities for improving services to students with special needs.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 1 2 3 4 5						
A. Planning and Evaluation A2. Parent groups, professional associations, and specialized community agencies which are organized on behalf of students with special needs provide and receive information concerning vocational education programs/services.										
A3. Vocational education instructors work cooperatively with school personnel who are specialists on the delivery of educational services to students with special needs in developing, operating, and modifying vocational education programs/services.										
A4. Vocational education instructors provide and receive information from the parents of students with special needs.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	M	N/A	low high 1 2 3 4 5						
A. Planning and Evaluation A5. Vocational education personnel are represented on the IEP teams of students with handicaps.										
A6. Criteria are clear for entry into vocational programs/services, and criteria are clear for transitioning students with special needs from special or regular education programs/services to vocational education programs/services.										
A7. The employment potential of students with special needs is taken into consideration when information about new and emerging occupations is evaluated and when new vocational education programs/activities are planned and implemented.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
A. Planning and Evaluation A8. Vocational education personnel evaluation procedures include consideration of performance related to students with special needs.										
A9. Program evaluation procedures include a follow-up study of students with special needs who have completed vocational education courses.										
A10. Program evaluation procedures incorporate feedback from students with special needs.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
A. Planning and Evaluation A11. The vocational education program secures and appropriately utilizes available government (federal, state, and local) and private resources to assure quality vocational education services to students with special needs, and record keeping procedures are adequate to maintain accountability for reporting requirements.										
B. Recruitment, Identification, and Placement B1. A planned effort is made to recruit students with special needs into vocational education programs/services.										
B2. Information is provided to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the eligibility requirements for enrollment in such programs by the beginning of the ninth grade.										
B3. A planned effort is made to identify students with needs for special assistance who are enrolled in vocational education programs/services.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 1 2 3 4 5						
B. Recruitment, Identification, and Placement										
B4. The services which are selected for each student with a handicap are in conformity with the student's IEP.										
B5. Students who are academically disadvantaged are identified by school personnel prior to placement into a vocational education program/activity.										
B6. Deficiencies in academic skills are verified for academically disadvantaged students planning to enroll in vocational education programs.										
B7. A planned effort is made to appropriately each student with special needs who desires to enroll in a vocational education program/activity.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
C. Instruction										
C1. Criteria exist for enrolling students into vocational education programs/services (e.g., student interest, prerequisite course, basic skill requirements).										
C2. Curriculum modification plans exist for each vocational education course, which enhance the usability of the curriculum among students with special needs.										
C3. Instructional materials and equipment which meet the unique needs of students with special needs are available and used.										

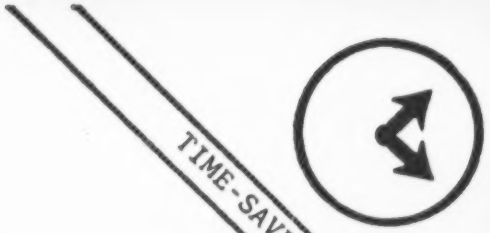
Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
C. Instruction C4. Instructors modify or individualize strategies to enhance the learning opportunities of students with special needs.										
C5. The settings used in the delivery of education programs/services are physically accessible to students with special needs.										
C6. Vocational education instructors effectively motivate the performance of students with special needs.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	N/A	low high 1 2 3 4 5						
C. Instruction										
C7. Instructors assist students in making periodic assessments of their own achievements.										
C8. Instructional modifications are based upon the core competencies and performance indicators in the model curriculum standards and frameworks.										
D. Support Services										
D1. A vocational assessment is made of each student with special needs concerning his/her aptitudes, interests, work habits, socialization skills, work attitudes, work tolerance, abilities, and special needs.										
D2. Career counseling services are provided which are appropriate for students with special needs, criteria for involvement in vocational classes are communicated to students and vocational teachers, and students with special needs receive counseling services designed to facilitate their transition from school to post-school employment/career.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
D. Support Services D3. Job development and placement is provided to help graduates secure employment.										
D4. Job development and job placement help employers to work effectively with students with exceptional needs on the job.										
D5. Students with special needs participate in vocational education student organizations.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	M	NA	low high 12345						
E. Professional Development										
E1. Instructors are provided with inservice education relevant to the provision of vocational education instruction to students with special needs.										
E2. Instructors are informed about upcoming conferences, workshops, and other inservice opportunities which are relevant to the provision of vocational education services to students with special needs.										
E3. Instructors have available to them professional literature and curricular resources relevant to the provision of vocational education services to students with special needs.										

Category/Practice	Status			Priority	Description	Modification(s)	Staff Responsible	Needed Assistance	Estimated Cost of Assist.	Estimated Time Frame
	Y	N	NA	low high 12345						
E. Professional Development E4. Technical assistance is available regarding the modification of instructional materials and teaching techniques for use in teaching students with special needs.										



MODULE IV

FUNDING AND FISCAL MANAGEMENT

DEFINITION:

> Funding and fiscal management refers to procedures for obtaining and managing funds for career-vocational preparation services for students with special needs.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What are the procedures for obtaining funds?
- What are the major sources for funds and the agencies to contact?
- What are the directories of resources for funding and how can they be obtained?
- How should fund raising be used?
- What should vocational education administrators know about fiscal management?
- What are some principles to keep in mind when applying for federal, state, local or private funding?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For a guide to identifying appropriate sources of funds for the vocational program.
- For a guide to obtaining funds from the appropriate agencies.
- For planning fund raising activities.
- For general fiscal management techniques.

MODULE IV

FUNDING AND FISCAL MANAGEMENT

With increasing financial pressures created by declining enrollments, rising costs, and fewer dollars specifically allocated for programs and services for students with special needs, every effort should be made to coordinate services with other federal and state agencies and local advocacy organizations. These agencies include the Special Education Division, Department of Rehabilitation, Personnel and Career Development Unit, Bilingual Education Division, State Employment Development Department, and the Career-Vocational Preparation Division. Coordinating the use of funds, and the services and programs developed out of various sources of funding is important in order to make optimal use of resources each can provide.

This module will present procedures for obtaining funds, major sources of funds and agencies to contact, directories of resources, a word about fund raising, and principles of fiscal management.

WHAT ARE THE PROCEDURES FOR OBTAINING FUNDS?

The local education agency (LEA) should establish procedures for obtaining funds. These procedures should include:

- Designation of an individual responsible for identifying sources of funds.
- Specification of procedures for determining priorities for use of funds from various sources.
- Establishment of procedures for developing proposals, grants, budgets, etc., for obtaining funds.
- Establishment of communication with the state agencies that administer allocations and grants provided to states from the respective federal agencies.
- Establishment of communication with other departments or units within the LEA serving special students in an effort to coordinate programs and services and to avoid duplication of efforts.
- Establishment of a calendar of pertinent funding dates linked to the LEA board of trustees calendar in order to obtain official board approval to apply or receive funds prior to funding agency deadlines.

WHAT ARE THE MAJOR SOURCES FOR FUNDS AND THE AGENCIES TO CONTACT?

The following are sources of funds available through the California State Department of Education:

- Career-Vocational Preparation Division

  - The Carl D. Perkins Act of 1984, Title II, PL 98-524

    Part A, Section 201 provides setaside funds to enhance the participation of handicapped and disadvantaged students.

    The purposes of these funds are:

    1) To provide supplemental or additional staff, equipment, material and services essential for handicapped and disadvantaged students to participate in vocational education.

    2) To provide, where necessary, separate classes for handicapped and disadvantaged students.

    3) To provide for the acquisition of modern machinery and tools for the quality vocational education of disadvantaged students.

  - The agency to contact is:

    California State Department of Education
    Career-Vocational Preparation Division
    721 Capitol Mall
    Sacramento, CA 95814
    (916) 445-3314

    Or, the Regional Offices of the Division:

    Northern California Regional Office
    1111 Jackson Street
    Oakland, CA 94607
    (415) 464-0955

    Southern California Regional Office
    601 West Fifth Street
    Suite 1010
    Los Angeles, CA 90017
    (213) 620-3900

- Special Education Division

  - Education for All Handicapped Children Act, PL 94-142 and ammendments

    State Discretionary Funds for Project WorkAbility I.

    The purpose of these funds is:

    1) To assist Special Education Local Planning Areas to coordinate with the Department of Rehabilitation and other local agencies to provide a combination of classroom and worksite training leading to private sector employment for secondary students with handicapping conditions.

    2) To match the PL 98-524 Carl D. Perkins Vocational Education Act funds.

    3) To provide paid work experience for special needs students in the private sector.

  - The agency to contact is:

    California State Department of Education
    Transition Field Service
    900 J Street
    Sacramento, CA 95814
    (916) 442-1395

- School Climate and Student Support Services Unit

  - Formerly called the Office of Pupil Personnel Services, this unit uses federal and state funds to provide peer counseling, comprehensive counseling and guidance (e.g., personal, social, educational and career guidance), services to improve school discipline and safety, and a youth suicide prevention program. Unit staff work with school psychologists, counselors, school social workers, child welfare, and attendance workers.

- Employment Preparation

  - Job Training Partnership Act of 1982, PL 97-300.
    Funds for job training and employment opportunities.

  - Agency to contact is:

    California State Department of Education
    Youth, Adult, and Alternative Education Services Division
    721 Capitol Mall
    Sacramento, CA 95814
    (916) 324-3643

- Instructional Support Programs, Bilingual Education Office

  - Provides resources and funds for students with limited-English-proficiency affected by cultural and economic barriers. Service areas include American Indian Education, Bilingual and Bicultural Education, and Exemplary Programs.

  - Agency to contact is:

    California State Department of Education
    Instructional Support Programs Division
    Bilingual Education Office
    721 Capitol Mall
    Sacramento, CA 95814
    (916) 445-2872

- School Improvement Program

  - California Education Code 52000-52049. Funds for improving instruction, auxiliary services, school environment and organization for all students across all curriculum areas according to needs assessed by the school site program review team.

  - Agency to contact is:

    California State Department of Education
    School Improvement Office
    721 Capitol Mall
    Sacramento, CA 95814
    (916)322-5954

Other State Offices providing resources are:

- Employment Development Department

  - Job Training Partnership Act (JTPA) Governor's Special Grant Request for Proposals and Training and Employment.

  - Balance of State Private Industry Council (PIC) Funds.

  - JTPA Work Experience Programs for Youth.

  - Local JTPA Service Providers.

  - Agency to contact is:

    Office of Employment and Training
    Job Training Partnership Office
    800 Capitol Mall
    Sacramento, CA 95814
    (916) 322-4950

- Department of Rehabilitation

  - Rehabilitation Act of 1973, PL 93-112. Funds to rehabilitate handicapped individuals to engage in gainful employment to the extent of their capabilities.

  - Agency to contact is:

    Department of Rehabilitation
    830 K Street Mall
    Sacramento, CA 95814
    (916) 445-3971

WHAT ARE THE DIRECTORIES OF RESOURCES FOR FUNDING AND HOW CAN THEY BE OBTAINED?

Directories of resources for funding include:

- Guide to Office of Education Administered Programs

  - A reference guide to federally assisted programs through the U.S. Department of Education. Programs are presented in categories or groupings that indicate whether they serve individuals or institutions, the nature of their support, authorizing legislation and where to apply for funds.

  - Available from:

    U.S. Office of Education
    Division of Assistance to States
    Bureau of Education for the Handicapped
    400 Maryland Avenue, S.W.
    Washington, D.C. 20202

- Federal Register

  - This is a federal publication which is available at local university libraries. It lists all current federal programs, and where to apply for funding. There is a special issue in October each year on federally assisted programs through the U.S. Department of Education.

  - Available from:

    Office of the Federal Register
    National Archives and Records Service
    Washington, D.C. 20408

- Handicapped Funding Directory

  - A Guide to Sources of Funding the United States for Handicapped Programs and Services.

  - Available from:

    Research Grant Guides
    P.O. Box 357
    Oceanside, N.Y. 11572

HOW SHOULD FUND RAISING BE USED?

Fund raising can be used to supplement federal, state, and local funds. Vocational education administrators should keep the following pointers in mind when planning fund raising activities:

- Do's

  - Decide in advance if a fund raising program is right for your district.

  - Decide in advance what your fund raising strategy will be and make a written plan including:

    1) need
    2) objectives
    3) timeline
    4) budget

  - Try to determine your realistic fund raising potential.

  - Make the fund raising effort a broad based community action program (use the vocational education planning team and the vocational education advisory committee).

  - Establish a structure with board approved policies and procedures and assign staff to operate the fund raising program.

- Don'ts

  - Do not start fund raising activities without a written plan.

  - Do not delegate responsibility to a single individual who has no prior fund raising experience.

  - Do not start fund raising activities until you have obtained board approval.

  - Do not expect immediate large-scale success; fund raising results take time and a lot of hard work.

WHAT ARE SOME PRINCIPLES TO KEEP IN MIND WHEN APPLYING FOR FEDERAL, STATE, LOCAL OR PRIVATE FUNDING?

No matter which source of funding you choose, it is important to do some grantsmanship "homework" to increase your prospects for obtaining funds in an increasingly competitive funding arena. If possible, it is a good idea to review grantsmanship materials and even take a grant writing workshop to provide yourself with some of the good advice available. A grants office at a local university is a good source for up-to-date materials and information on workshops. Applying for any kind of funding requires organization and planning. The following are suggestions that can be incorporated into your planning:

- Do's
  - Decide on an appropriate funding source by researching the foundation or organization and its specific goals for the use of its funds.
  - Be sure your grant proposal is consistent with the priorities of the funding agency.
  - Write a clear, concise and specific proposal summary on the grant application that includes a description of your agency, the scope of your project, and the projected costs.
  - Be sure to establish your credibility as an applicant in the Introduction.
  - Review the literature on the problem and document a real need that the proposal will address. Be brief but compelling.
  - Focus your proposal on realistic solutions that can be accomplished within a reasonable time frame and with reasonable additional resources.
  - Point out the relationship between the problem, the proposed solution, and your program's ability to address them.
  - Distinguish between objectives and methods (remember objectives are what you hope will be the outcomes of your program, e.g., higher employment rate of students with special needs).
  - Indicate that you are informed by research on the best methods to attain your objectives.
  - Be sure your objectives are clear, observable and measurable.
  - Describe the methodology clearly; include reasons for all activities and a realistic time line for their sequence.
  - Identify the criteria of success in reaching your objective as a means of developing a method of evaluation.

- Be sure staff on the project have adequate experience or training in the appropriate field.

- Include a description of plans for future funding.

- Be sure the budget includes all items asked of the funding source: salaries and fringe benefits, all operations costs, all indirect costs where appropriate, all special consultant expenses, and all other resources of financial support, including volunteers. NOTE: Some funding agencies require the LEA to send staff to specific inservice training. Be certain to include necessary costs for travel, per diem and substitutes.

- Be sure to coordinate your efforts with other agencies in your locale.

- Closely follow the guidelines provided by the funding source.

- Don'ts

  - Don't be too ambitious. Keep objectives within your range of abilities.

  - Do not use professional jargon.

  - Don't exclude the clients to be served in planning the proposal. Get their input, too.

  - Don't be afraid to take risks: bargain, be self promoting, be political, be assertive.

  - Don't underestimate the power of making good contacts and good impressions in helping you to obtain funding.

  - Don't over or under budget. Make sure your budget is within the range available from the funding source.

WHAT SHOULD VOCATIONAL EDUCATION ADMINISTRATORS KNOW ABOUT FISCAL MANAGEMENT?

Each local education agency (LEA) administering vocational education for students with disadvantages and handicaps should establish a fiscal management system to ensure cost-effective decisions and program accountability.

- This system should include the following criteria:

  - Personnel responsible for decision making and management of expenditures for vocational education of students with disadvantages and handicaps should be specified.

- In serving students with special needs, fiscal decisions should be based on written individualized education programs (IEPs) to ensure that services specified in the IEPs are provided.

- Accounting procedures should be consistent with state and local requirements.

- Expenditures for vocational education of students with special needs should be kept separate from other vocational education expenditures and must be documented as excess cost expenditures.

- Records must document programs and services provided to students. For each special program or service, documentation should provide answers to the following questions:

  - Who were the participants?

  - Were the participants students with disadvantages or students with handicaps?

  - Were the participants enrolled in one or more vocational education programs?

  - Was the effort a service over and above the normal vocational education effort?

  - Did the nature of the service correspond to the students' identified needs?

  - Did the personnel meet the qualification criteria?

  - Were reported costs actually incurred?

  - Were reported costs directly incurred for the effort and only for the portion of the effort provided to qualified participants?

  - What were the results of the program or service provided?

- Each funding agency has specific compliance guidelines for LEAs receiving funds, e.g.:

  - Funding Source: Carl D. Perkins Vocational Education Act, 1984, PL 98-524

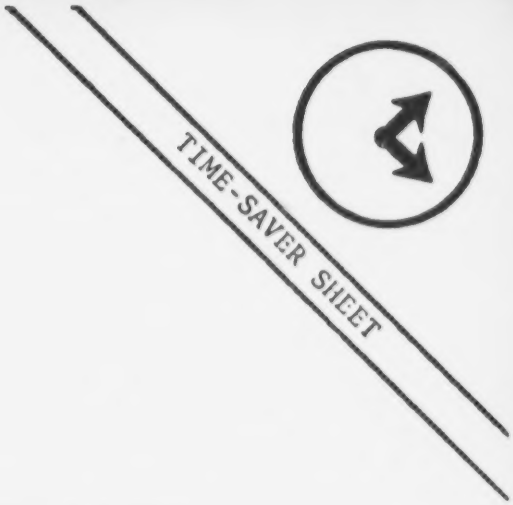
  - Title of Guidelines: Documentation Guide for Handicapped, Disadvantaged, and limited-English-proficient students in Vocational Education Programs and Services

  - Vocational Education Questions and Answers for the Use of Public Law 98-524 Funds

  - Agency: California State Department of Education

Be certain to obtain the appropriate guidelines for any and all funded operations.

This module reviewed the essential information that vocational education administrators need in order to locate and establish program funding and to manage funds. Funding is obviously central to the provision of vocational services, but the quality of the vocational education program and the successful operation of the program depend on the use of funds by the personnel involved. Personnel development is the topic of Module V.



MODULE V

PERSONNEL DEVELOPMENT

DEFINITION:

> For the purpose of this Handbook, personnel development refers to the roles and responsibilities of vocational education teaching personnel and their preparation for teaching students with special needs.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is vocational education?
- What is the professional background of the vocational education teacher?
- What kinds of training do vocational educators have for teaching students with special needs?
- What inservice resources are available to assist administrators?
- What are the major inservice needs of vocational educators related to serving students with special needs?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For background information on interacting with vocational education teachers.
- For planning and providing inservice for vocational educators in accommodating students with special needs.

MODULE V

PERSONNEL DEVELOPMENT

The vocational education administrator, in the course of his or her work, will be "rubbing elbows" with professionals from many aspects of vocational education. In planning the vocational education program, developing inservice programs, conducting community relations, coordinating with community support agencies, and monitoring program implementation, the vocational education administrator must be familiar with the professional roles and responsibilities of personnel involved in the vocational education program. It is particularly important that the administrator realize the distinctions between the types of educators involved in vocational education.

This module will define the meaning of vocational education and will outline the professional backgrounds of vocational educators, the subject matters they teach, the preparation they have for teaching students with special needs, and the importance of inservice for preparing them to accommodate the special needs of students. It will also identify inservice resources which are available at low cost or no cost to LEAs.

WHAT IS VOCATIONAL EDUCATION?

The term "vocational education" means organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business, home economics, health and industrial technology. It may also mean additional preparation for a career in such fields, and in other occupations, requiring other than a baccalaureate or advanced degree and vocational student organization activities. The term "organized education program" means only (1) instruction (including career guidance and counseling) related to the occupation or occupations for which students are in training or instruction necessary for students to benefit from such training, and (2) the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids. The term does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land (California State Vocational Education Plan 1986-88, p. VII-21).

- The vocational education program areas are as follows:

  - Agricultural Education. Encompasses one or several of the following content areas: Animal Science; Plant Science; California Agriculture; Agricultural Mechanics; Agricultural Business Management; Horticulture; Crop and Soil Science; and Forestry and Natural Resources.

  - Office Education and Marketing Education. Provides knowledge and skill development in the following occupational areas: Computer Technology; General Office Clerk; Clerk-typist; Secretary/ Stenographer; Entrepreneurship; Information Processing; Computerized Accounting; Word Processing; Marketing and Merchandising; and Advertising.

- Consumer Home Economics and Home Economics Related Occupations. Courses and programs of instruction which include: Child Development, Care, and Guidance; Clothing, Apparel and Textile Management, Production, and Services; Food Production, Management and Services; Home Furnishings and Equipment Management, Production, and Services; Institutional, Home Management and Support Services.

- Health Careers Education. Prepares students for occupations such as: Dental Receptionist; Dental Chairside Assistant; Dental Laboratory Assistant; Medical Administrative Assistant; Medical Clinical Assistant; Hospital/Community Health Support Services Assistant/Technician; Therapeutic Assistant/Technician; Sports Injury and Fitness Assistant; Emergency Medical Technician I and II; Paramedic; Medical Clerical Occupations; Nursing Occupations including Aides, Assistants, Technicians, and Vocational Nursing.

- Industrial Technology Education. Occupations for which students are prepared and grouped according to the following clusters: Manufacturing Technology; Power and Energy Technology - Automotive; Visual Communications Technology - Drafting; and Visual Communications Technology - Graphics

WHAT IS THE PROFESSIONAL BACKGROUND OF THE VOCATIONAL EDUCATION TEACHER?

Vocational educators are drawn from the ranks of people with a minimum of three years of occupational work experience, one year of which must have occurred during the past three years. Candidates for the "Designated Subjects Vocational Education Teaching Credential" must show a combination of education or training AND years of related work experience. Any single combination would qualify a person to enter a Designated Subjects Vocational Education Teaching Credential program:

Education/Training	Occupational Work Experience
• High school diploma or equivalent	+ 5 years
• One year of occupational preparation appropriate or related to the teaching field	+ 4 years
• Two years of occupational preparation appropriate or related to the teaching field (i.e., up to 48 semester units of postsecondary vocational training related to the teaching field named on the credential may be substituted for a maximum of two of the five years of experience)	+ 3 years

- Completion of an apprentice indentureship or similar program in accordance with industry and labor standards. There is no academic equivalency for paid work experience for instructors or apprenticeship classes. + 2 years

The Designated Subjects Vocational Education Teaching Credential is offered by the local education agencies designated by the Commission on Teacher Credentialing. The approximately fifteen semester unit program consists of courses in teaching methodology; curriculum development; instructional methods and materials; principles, practices and philosophy of vocational education; the world of work; and special needs populations. The Vocational Credential addresses only one subject: that in which the candidate's work experience has been. The vocational educator is truly a master of his/her trade. This is a fact "Vokies" (a title borne proudly by vocational educators) take a great deal of pride in.

Rather than the Designated Subjects Vocational Education Teaching Credential, some vocational education teachers hold Single Subject Teaching Credentials obtained from a regionally accredited college or university. These individuals have completed a teacher training program that is designed in accordance with Title V of the California Administrative Code. They have completed concentrated coursework and practice teaching under supervised conditions in one or more of the fields of vocational education.

WHAT KIND OF TRAINING DO VOCATIONAL EDUCATORS HAVE FOR TEACHING STUDENTS WITH SPECIAL NEEDS?

Vocational education teachers who earn a Designated Subjects Vocational Education Teaching Credential complete approximately three of the 15 units of coursework related to serving special needs students in the areas of: identification, counseling, and individualized instruction. Vocational education teachers who earn a Single Subject Teaching Credential are generally required to complete a four unit course on serving students with special needs. Nevertheless, it is entirely possible, indeed likely, that the vocational education administrator will be faced with a staff that has had little practical experience with this important student population. Fortunately, there are substantial resources available to assist administrators in dealing with this problem.

WHAT ARE THE MAJOR INSERVICE NEEDS OF VOCATIONAL EDUCATORS RELATED TO SERVING STUDENTS WITH SPECIAL NEEDS?

Vocational educators can generally benefit from inservice training activities on a number of topics related to addressing the needs of students with special needs. Some of the most important areas for consideration when planning inservice activities are listed below:

- Training activities which increase vocational educators' awareness of differential access, participation and achievement of special needs populations.

- Interviews with special needs students.
- Disability awareness training.
- Joint meetings among vocational educators, specialty educators, and core curriculum instructors to share information, develop collaborative efforts, and build commitment.

- Activities which increase vocational educators general understanding of the factors which inhibit or limit participation or achievement of special needs students.
  - Education, training and work experience background of students.
  - Motivation of students.
  - Language and cultural differences among learners.
  - Learning styles and specific interests of students.
  - Administrative policies and practices.
  - Curriculum content, structure, and organization.
  - Support services, resources, and materials.
  - Attitude and competence of instructors.
  - Setting appropriate goals and objectives.
  - The rate at which instructional activities are presented.
  - The frequency of opportunities for students to practice/apply new skills and the proximity of such practice to the instructors.
  - The nature of reinforcement and schedule according to which it it should be supplied to students.
  - Ways to give students feedback on the appropriateness of their behaviors.

- Activities which train vocational educators with the knowledge and skills needed to more effectively serve students with special needs.
  - Assessment, guidance, counseling and career development activities.
  - Ways to adapt curricula, instruction and facilities.
  - Employability skills.
  - Transition programming.
  - Approaches for involving parents and communities with school programs.

- Approaches for improving communication and working relationships among vocational educators, educational specialists for students with special needs, and core curriculum instructors.

- Videotaping, peer observations and other forms of individual feedback on instructional behavior.

- Use of cooperative learning approaches and individualized teaching strategies.

- Approaches for increasing students' vocabulary, literacy, and conceptual development.

- Approaches for improving students' mathematical reasoning and logic.

- Ways of enhancing students' self concepts.

- Ways to promote interagency cooperation.

- Approaches for designing and implementing functional curricula and community-based instruction.

- Activities which provide vocational educators with information about exemplary programs and practices useful for overcoming barriers to the participation and achievement of special needs groups.

  - Professional organizations and associations.

  - Professional publications, textbooks, and resource materials.

  - Conferences and conventions.

  - Networking with other educators.

  - Visitations to other programs.

  - Use of advisory committees for feedback.

WHAT INSERVICE RESOURCES ARE AVAILABLE TO ASSIST ADMINISTRATORS?

- Inservice for vocational educators in issues relating to students with special needs.

  Special needs inservice programs, workshops, and seminars varying in topic and approach are nearly always available. City and county district offices often have special needs resource personnel to assist in inservice. The regional offices of the Career-Vocational Preparation Division have the latest information on programs designed for students with special needs in vocational programs. A phone call to the specific area consultant (e.g., Agricultural Education, Business Education, Home Economics Education, Health Careers Education, Industrial Technology Education) at the regional office will quickly provide information on the current available vocational programs and inservice opportunities.

The contact information for the California regional offices is as follows:

Southern Regional Office
One Bunker Hill Building
601 West Fifth Street
Los Angeles, CA 90017
(213) 620-3424

Northern Regional Office
4075 State Building
1111 Jackson Street
Oakland, CA 94507
(415) 464-0393

- Windmills for Educators is a training program that helps to sensitize teachers and school administrators to opportunities for integrating students with special needs into mainstream vocational education activities. Special emphasis is placed on ways that vocational educators, specialty educators, and curriculum instructors, can establish effective communications with one another. The Windmills for Educators program is an adaptation of the original Windmills program created by the California Governor's Committee for Employment of the Handicapped for use with employers.

  - Contact local Windmills for Educators trainers through:

    VERS
    California Institute on Human Services
    Sonoma State University
    Rohnert Park, CA 94928
    (707) 664-2416
    ATSS: 568-2416

- VERS (Vocational Education Resource System) is a planning, technical assistance and information referral system which helps vocational educators to develop school self-improvement plans and identify resource persons, exemplary programs and materials needed to successfully make school improvements. VERS is funded by the Department of Education, Career-Vocational Preparation Division to assist vocational educators, counselors and administrators to integrate students (handicapped, disadvantaged, and limited English proficient) into regular vocational education programs and services. VERS Resource Persons, programs, and materials are on file in the Department of Education's, Vocational and Occupational Information Center for Educators (VOICE). Services provided by VERS consultants include facilitation of school site self-improvement planning and technical assistance in areas such as program administration, instruction, and finances and grantsmanship. VERS services are provided free of cost to local education agencies.

To arrange to receive program planning or other assistance from VERS, contact:

VERS
California Institute on Human Services
Sonoma State University
Rohnert Park, CA 94928
(707) 664-2416
ATSS: 568-2416

For general information on special needs consultants, exemplary programs, and materials, contact:

VOICE
State Department of Education
560 J Street, Room 385
Sacramento, CA 95814
(916) 445-0404
ATSS: 485-0404

- Resources in Special Education (RiSE) has over 2500 resources that address personnel development and specific topic areas in special education available to the public. The collection includes books, manuals, reports, research articles, videotapes, kits, overhead transparencies, training agendas, and more. Most of the items can be borrowed at no charge for two weeks. The media materials can be rented at $10 a week. For more information, contact:

  RiSE
  650 University Avenue, Room 201
  Sacramento, California 95825
  (916)921-0521

In addition to those inservice resources already listed, there are many other low-cost and no-cost inservice resources available to LEAs. A comprehensive list of these resources may be found in Specially Yours: A Guide to Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged, and Limited-English-Proficient Students in Career-Vocational Preparation. A loan copy of this recent publication may be obtained by writing or telephoning VOICE. Ask for document #02303.

At least two universities in California have initiated special courses of study for preparing vocational education specialists who are knowledgeable about the special needs of students with handicaps. For more information contact:

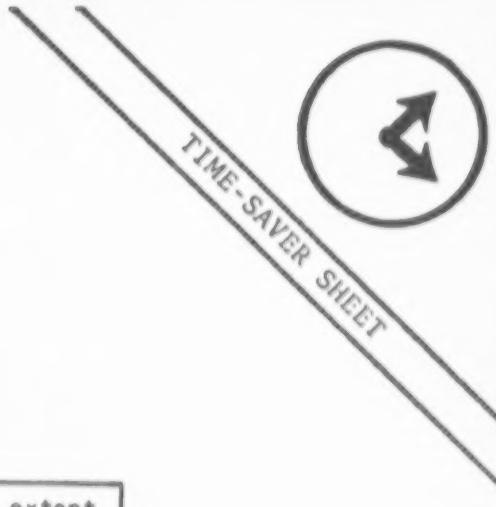
San Jose State University
Division of Special Education and Rehabilitative Services
One Washington Square
San Jose, California 95192
(408)277-2646

California State University, Long Beach
Department of Special Education
1250 Bellflower Blvd. Long Beach, California
(213)498-4105
(213)494-8508

Finally, there are a number of professional organizations which offer important opportunities, such as journals, special seminars, workshops, and conferences, on topics which are relevant for improving vocational education services for students with special needs. Information about these organizations may be obtained by writing the following offices:

- American Vocational Association, Special Needs and Guidance Division (1410 King Street, Alexandria, VA 22314)
- National Association of Vocational Education Special Needs Personnel (Reschini House, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania, Indiana, PA 15705)
- Council for Exceptional Children, Division of Career Development (1920 Association Drive, Reston, VA 22091)
- National Rehabilitation Association (633 South Washington Street, Alexandria, VA 22314)

This module has provided information on personnel development for educators involved in vocational education. The following two modules will focus on the vocational education administrator's role outside of the vocational education program itself: community relations (Module VI) and coordination with community support agencies (Module VII).



MODULE VI

COMMUNITY RELATIONS

DEFINITION:

> Community relations refers to the extent and tone of the relationship between the vocational education program and the people, organizations, and businesses in the community.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is meant by community relations?
- How are good community relations developed?
- What is the role of the vocational education advisory committee in community relations?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning and implementing a community relations program.
- For selecting members of the local vocational education advisory committee.
- For inservicing other staff to conduct community relations activities.

MODULE VI

COMMUNITY RELATIONS

Good community relations are crucial to the success of all vocational education programs, but especially for programs which include students with special needs. Public officials, taxpayers, program parents, and employers demand accountability from vocational education programs regarding their use of public funds. Frequently, these groups are misinformed or uninformed about the potential of students with special needs and the outcomes of vocational education programs. If a vocational education program is to be successful in coordinating with community support agencies, developing linkages with employers, and successful in placing students with special needs in community job placements, the program must be understood, supported, and integrated into the community in which it operates.

This module will outline the benefits of good community relations, describe methods for achieving good public relations, and define the role of the local vocational education advisory committee.

WHAT IS MEANT BY COMMUNITY RELATIONS?

Community relations can be defined as the extent and tone of the relationship between the vocational education program and the people, organizations, and businesses in the community. The extent to which a vocational education program is able to coordinate services with community agencies and establish vital school/employer partnerships is dependent on good community relations.

Good community relations facilitate several key aspects of vocational education programs:

- Planning. Key community members such as business executives, labor leaders, government representatives from support agencies, civic activists, and private industry council (PIC) members are important participants for a program's planning team. (Refer to Module III, Planning the Program.) Without the involvement of community members in program planning, important job needs of various groups may be left unidentified. Valuable linkages with jobs, careers, and resources may be forgotten or unexplored.

- Funding. Community industry education councils (IECs), PICs, or other vocational education related groups can be a valuable source for obtaining program resources. Among other things they can:

  - Donate equipment to meet the special needs of students.

  - Provide scholarships.

  - Help with fund raising.

  - Provide counseling, tutoring, and monitoring.

  - Provide interviewing and placement assistance.

- Provide employment preparation.
- Arrange transportation.
- Provide volunteer trainers or other personnel.
- Provide access to valuable training equipment.

- Student Identification. Community support agencies or other community organizations in touch with special needs youth can be crucial for identifying and recruiting students. Students who have dropped out of school, who are unaware of the program because of language barriers, or who think their physical disabilities will prevent them from entering occupational training programs can be reached through community networks and introduced to the program.

- Student Assessment. Student assessment is a critical component of a vocational education program. Often, school/community service agency partnerships allow more comprehensive assessment of student aptitudes, interests, and adaptive needs.

- IEP Development. Students with special needs frequently require supplementary support/services to succeed in vocational education programs. Good community relations will facilitate identification of necessary support services and coordination of services with school programs. This aspect of coordination with the community will be discussed in the following module, Coordination with Community Support Agencies.

- Instruction. The community can be a valuable partner in the actual instruction of special needs students who are enrolled in agriculture, business, home economics, health careers, and industrial technology education. Work experience education (WEE) combines an on-the-job training component with a corresponding on-campus instructional component. Good community relations lay the groundwork for successful work experience education.

  Cooperative community programs aid the school and the community in a variety of ways. They help students to:

  - Learn to assume responsibility.
  - Gain knowledge and attitudes necessary for successful job performance.
  - Acquire good work habits.
  - Explore the field in which they feel their career interests lie.
  - Realize the connection between on-the-job production and wages.

- Job Development and Job Placement. It is obvious that smooth community relations are central to effective job development and successful job placements. This area of community relations is addressed specifically in Module XV, Job Development.

- Follow-Up Services. Just as community involvement is important in program planning, it is also critical in program evaluation. The vocational education advisory committee and other interested community members can provide the vocational education program with valuable suggestions about:

  - Improving the quality of training for students.

  - Revising the curriculum to better meet employer needs.

  - Providing on-the-job supervision and feedback on student progress.

HOW ARE GOOD COMMUNITY RELATIONS DEVELOPED?

Establishing good community relations means planning and implementing a powerful public relations campaign. In promoting community relations, the public relations campaign should emphasize:

- Ameliorating negative stereotypes surrounding students with special needs by promoting a positive, productive image of students as contributing members of the work force.

- Educating community members regarding the quality of the vocational preparation provided to students and the success rate of the program (or similar programs).

- Increasing understanding of the benefits that will accrue to organizations and businesses in the community and society as a whole when students with special needs are brought into the vocational education program and into the work force.

Planning is the first step in developing an effective public relations campaign. These are the basic steps:

- Identify the Audience. Think in terms of influential individuals, groups, employers, as well as the average citizen or parent. Identifying the target audience helps shape the content and strategies of the campaign.

- Collect Data on the Target Audience. This will involve identifying the needs, interests, and possible benefits to the group the campaign is trying to influence.

- Establish Campaign Objectives. Just as in program planning, delineating specific objectives and outcomes is instrumental in achieving the desired effects.

- Determine Campaign Strategy. Select the communication techniques and media for accomplishing each objective. If your budget is small, ask for volunteers and look to low-cost techniques.

- Timeline the Campaign. Schedule activities in chart or calendar form so the audience can be reached frequently.

- Implement the Campaign. Put the strategy into action soliciting the support of all vocational administrators and staff.

- Evaluate the Effectiveness of the Campaign. Study the effectiveness of the campaign for improving overall community relations and attitudes toward students with special needs.

Implementing the public relations campaign requires the vocational education administrator or campaign manager to select the most appropriate and powerful combination of communication techniques for influencing the target audience. The following public relations tools/activities are available for promoting the program:

- The mass media---newspapers, magazines, radio and television.

- Printed materials---newsletters, brochures, pamphlets, letters and posters.

- Visual media---photographs, exhibits, signs, posters, art work.

- Verbal media---person-to-person contacts, speakers bureau, conferences and workshops.

- Audiovisual media---films and videotapes, slide presentations and filmstrips.

- Advertising---paid announcements on radio or T.V., billboards, direct mail campaigns.

- Special Events---dedications, open houses, ground-breakings, conventions, National Vocational Education Week activities.

An effective public relations campaign can lay the foundation for smooth coordination with agencies and organizations within the community and make an important difference in the success of students with special needs. Plan and implement the campaign with this in mind.

WHAT IS THE ROLE OF THE VOCATIONAL EDUCATION ADVISORY COMMITTEE IN COMMUNITY RELATIONS?

Community relations thus far has been discussed as a process for facilitating coordination with the community. While creating a positive public image is essential toward this end, coordination with important community agencies and employers will not necessarily occur without the intervention of key community agents. The best way key community individuals can be brought into the vocational education "fold" is by including them on the local vocational education advisory committee.

Each local education agency (LEA) which receives federal assistance under PL 98-524 is required to establish a local advisory committee on vocational education. This advisory committee may be for all the vocational education programs of the LEA or may have responsibility for certain program areas, such as the integration of students with special needs into vocational education programs. If the committee has broad responsibility, it is required by law that at least one person on the committee be someone who has a special interest in vocational programs enrolling students with special needs, such as employed individuals with handicaps, parents of students with disabilities, recent graduates or current students of the LEA's program for students with disabilities, employers of individuals with handicaps, rehabilitation agency representatives (both public and private service providers), advocacy group representatives, teachers and/or administrators of vocational education programs for students with special needs.

The membership of local advisory committees must include:

- Representatives of the general public with at least one representative of business, industry, and labor.
- Appropriate representatives of both sexes and of the racial and ethnic minorities in the LEA's service region.
- Persons with a special interest in vocational education services for students with special needs (as discussed above).

The mandated functions of the vocational education advisory committee are to:

- Advise the LEA on current job needs in the community and the appropriateness of the LEA's vocational education programs for addressing existing needs.
- Advise the LEA on its application for VEA funds and approve submission of the LEA vocational education plan to the Career-Vocational Preparation Division of the California State Department of Education.

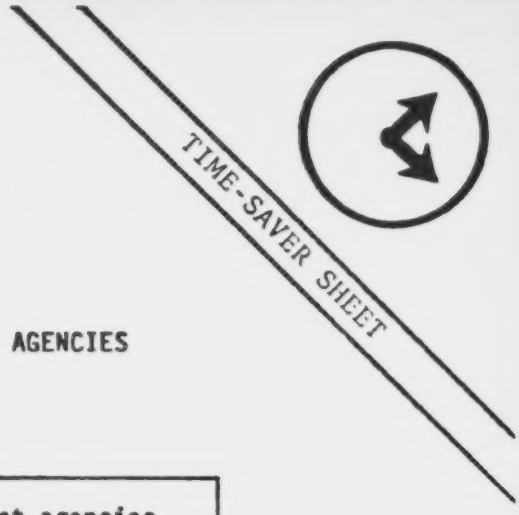
The LEA may also utilize the committee to:

- Conduct community relations, disseminate information to the press, provide speakers at public gatherings, and submit and provide community input by area or neighborhood (sets of school for larger school districts).
- Provide ongoing resource help in employment areas.
- Provide LEA staff with ongoing input on new developments in the public and private sector employment trends, on the availability of new adaptive devices and innovative techniques in the rehabilitation area, and on changes in government policies and regulations at all levels.
- Monitor legislation, testify on behalf of the community and advisory committee at public hearings, follow up on legislative implementation.

- Survey the community, both general and handicapped, for their concerns and report any concerns to the committee for action.

- Survey the employer community for secondary work experience and cooperative vocational education programs in conjunction with instructors and coordinators of these programs.

The vocational education administrator can utilize the community linkages available to the vocational education program via the advisory committee to strengthen the program and to communicate with support agencies, businesses and industries in the community. Make sure that members understand the purpose of the committee. An advisory committee's function is advisory and not administrative. Committee recommendations should be considered but not all recommendations may be feasible or desireable to implement. Also, make sure prospective members know why they are needed, what to expect, and how often they will be needed. Spend time explaining the objectives of the committee and its general operating procedures. A number of booklets have been produced by state councils on vocational education which provide further input on the effective use of vocational advisory committees. Some of the career-vocational preparation program areas have publications regarding their advisory committees as well. For further information or the addresses of these state councils, call the California State Council on Vocational Education (SCOVE) at (916) 445-0698.



MODULE VII

COORDINATION WITH COMMUNITY SUPPORT AGENCIES

DEFINITION:

> Coordination with community support agencies refers to developing agreements with government and community agencies for the provision of support services to students with special needs who are enrolled in vocational education programs.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What are community support agencies?
- Why is coordination with community support agencies essential?
- How is coordination with community support agencies accomplished?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE FOR:

- Developing agreements and working relationships with community support agencies.
- For using community support agencies to improve community relations.
- For monitoring services provided to vocational education students by community support agencies.

MODULE VII

COORDINATION WITH COMMUNITY SUPPORT AGENCIES

The preceding module, Community Relations, outlined the purposes for good community relations, the methodology for achieving good public relations and the role of the vocational education advisory committee in facilitating community relations. This module will focus on one of the main reasons community relations are so important: many students with special needs require supportive services which are best or exclusively provided by community support agencies. Therefore, coordination with agencies outside of the school is particularly important for students with special needs.

WHAT ARE COMMUNITY SUPPORT AGENCIES?

Support services can be described as those ancillary services that supplement the vocational education program of students with special needs. These services provide assistance in eliminating barriers to learning. Such services include but are not limited to those providing transportation, adaptive equipment and/or materials, assessment remediation, funding, medical services, information and guidance.

Government (federal and state) and community agencies that provide vocational education, special education, vocational rehabilitation, and counseling and guidance are primary sources for support services.

A sample of agencies which may be involved in interagency agreements with the vocational education program includes:

- Government Agencies:
  - Federal

    Department of Health and Human Services
    Department of Labor
    Office of Economic Opportunity
    Job Training Partnership Act (JTPA) Programs
    Community Action Programs
    Social Security Administration
    Bureau of Indian Affairs

  - State

    Department of Rehabilitation
    Department of Education
      Career-Vocational Preparation Division
      Youth, Adult and Alternative Educational Services Division
      Special Education Division
      School Climate and Student Support Services Unit
    Employment Development Department
    Public Health, including Mental Health
    Protection and Advocacy, Inc.
    Commission on Civil Rights

Department of Corrections
Governor's Committee for Youth Employment
Governor's Committee on Employment of the Handicapped
California Youth Authority

- Community Agencies:

  Regional Center
  Regional Occupation Centers/Programs
  Chambers of Commerce
  County Public Health
  Drug Abuse Centers
  Legal Aid Society
  Local Youth Work Programs
  YMCA/YWCA
  Sheltered Workshops & Activity Centers
  Independent Living Centers
  Community Colleges
  Civic Groups (Lions, Kiwanis, Rotary)
  Volunteer Wheels
  Private Industry Councils (PICs)
  United Way

WHY IS COORDINATION WITH COMMUNITY SUPPORT AGENCIES ESSENTIAL?

The process of integrating students with special needs into the regular vocational education program and placing them in community employment can require a multitude of services from various agencies outside of the school. Interagency agreements with community support agencies assure the coordinated provision of quality services to students with special needs.

Interagency agreements are necessary:

- To prevent duplication of services. A number of different agencies may provide the same or similar services.
- To more completely provide for the special needs of students as no one agency possesses all the necessary expertise or resources to meet the totality of students' needs.
- To provide services that are related or dependent on one another but are administered by different agencies) with continuity and without undue delay.
- To save resources since a scarcity of resources and funds frequently demands effective use of available services.
- To identify gaps in the system. A well coordinated and systematic delivery of services facilitates identification of services that need to be modified or developed.

- To facilitate a unified service philosophy. Coordinated efforts provide an opportunity for a school to disseminate its policy on integrating students with special needs into regular vocational education and for community agencies to share their service philosophies.

- To promote information sharing on the needs of students, the needs of the community, and the available services for addressing these needs.

HOW IS COORDINATION WITH COMMUNITY SUPPORT AGENCIES ACCOMPLISHED?

There are several steps involved in the establishment of interagency agreements for the coordination of services for students with special needs. These steps include determining students' needs, evaluating known resources, requesting support services, developing interagency agreements, establishing linkages, and evaluating services.

Generally, the vocational education program administrator is responsible for identifying needed services which are available from community support agencies and for establishing interagency agreements to secure these services. Teachers and other program personnel take over the coordination function after services are begun.

Step 1: Determining Student Needs

Assessment data is utilized to determine the needs of students. Assessment may include formal and informal academic tests, psychological tests, work samples, medical examinations and/or history review, behavioral observations, language and communication assessment, psychomotor tests, learning modality assessment, etc. Support agencies are often an excellent source of assessment information. Refer to Module IX, Student Assessment, for more information on this topic. When student needs have been identified, support services can be targeted.

Step 2: Evaluating Known Resources

To effectively determine support services available through community agencies, a survey of vocational education advisory committee members, known support agencies, administrators, vocational education teachers, special education teachers, resource specialists, counselors, other school personnel, parents and students should be initiated. Information gained from these sources is the first aspect of developing an effective networking system that can be utilized by all school personnel serving students with special needs.

Recording agency information and developing a centralized file of resources ensures information sharing. The following methodology is suggested for setting up an agency resources file:

- Design a file system (rolodex, 5" x 8" card file, 3-ring binder, or desk-top computer if one is available) that is accessible to all personnel.

- File information about each agency in the file system. Be sure to include:

- Name of agency, address, phone number, contact person(s).
- Date information verified.
- A description of services provided and the priority areas of services for the agency.
- Eligibility requirements for recipients of service and process for determining eligibilit .
- Hours that services are available, the referral procedures and regulations governing service delivery.
- Geographic area served.
- Methods for establishing coordination.

- Organize agencies alphabetically and/or by service.
- Update information continuously, as agency services are utilized (date, contract, services provided).

Setting up a central location where information on all support agencies can be shared will facilitate informed team planning and decision-making when the time comes to obtain support services for students with special needs.

Step 3: Requesting Support Services

Once a community agency has been selected as a potential support service, contact should be made to establish a working relationship. The vocational education administrator may phone, write or visit agency personnel to express the school's interest in establishing linkages. Such requests will alert agencies to potential clients and provide the opportunity for discussion of the needs of specific students. Requests for services should be accompanied by assessment data, a copy of the individualized education program (IEP) (Refer to Module X, Developing the Individualized Education Program for more information), or a background brief containing specific information about the student and his or her particular needs.

If the agency agrees to provide a needed support service, a referral is made and an interagency agreement is developed.

Step 4: Developing an Interagency Agreement - Establishing Linkages

Interagency agreements are linkages with community support agencies. They define and solidify an agreement between a school and an outside agency to provide coordinated services to students. Agreements can be informal or formal. No matter what the format, all interagency agreements should include these elements: the purpose(s) of the agreement; the population to be served; the guidelines for policy and procedure; the plan for transferring information (for example, who keeps assessment data and how is it relayed to the other

agency), and other coordinating functions; the roles and responsbilities of each party; and, the fiscal responsibilities of each party (i.e., who pays for what).

- Informal Agreements. Informal agreements refer to those arrangements where school and community agencies work together, for an indefinite period of time without a formally written contract.

  These arrangements often evolve naturally from the contacts and working relationships of practitioners which occur in the course of day to day agency operations. Informal linkages are valuable for promoting community awareness of the vocational education program, improving community relations, and encouraging more formal interagency cooperation. The disadvantages of informal agreements are that the roles and responsibilities of each party may be unclear, differences and misunderstandings may arise which cannot be ameliorated by going back to the provisions of the agreement, other vocational education school personnel may not know what is going on, and the vocational education administrator may be unaware of the linkage.

- A Memorandum of Understanding. A memorandum of understanding lies somewhere between an informal and a formal agreement. It allows for most of the benefits of informal agreements while still providing something in writing which can be used for prompting action or later referral. The memorandum may be a policy statement issued from the school or the service agency, or an informal written agreement of service coordination.

- Formal Agreements. A formal agreement is a written policy statement, or contract establishing the terms and conditions under which two agencies agree to operate. Formal agreements should clearly delineate the purpose(s) for the agreement, the procedures which support agency personnel will follow in providing services, coordinating steps required by either the school or outside agency, and the roles and responsibilities of all involved personnel.

Step 5: Evaluation

Follow-up evaluation is important to assure the effective use of resources. Follow-up includes an evaluation of students' programs, students' achievements, the continued appropriateness of current services, (making alterations and adjustments as appropriate), and evaluating the effectiveness of coordination linkages. The vocational education administrator and community agency administrator should agree to evaluate services on a regular basis for the benefit of their mutual clients. The following are possible evaluation topics to address:

- Appropriateness of agencies selected to participate.
- The extent to which agency members were cooperative.
- The number or percentage of training-related experiences provided by the agencies.

- The number or percentage of job placements attributed to the agencies' efforts.

- The number or percentage of completers remaining employed after one or more years.

Maintaining smooth and effective coordination with community support agencies is important. The following suggestions will help to assure success in this area:

- The vocational education administrator should make frequent personal contact with agency administrators and program personnel.

- Make friendly, supportive contacts when no problems exist.

- Follow up on commitments.

- Call on agencies when advice is needed.

- Do not overuse or abuse any single agency.

- Reinforce cooperating agencies whenever possible.

This module completes the administratively oriented modules in this Handbook: Ideology, Federal and State Regulations, Program Planning, Funding and Fiscal Management, Personnel Development, Community Relations, and Coordination with Community Support Agencies. The remainder of the Handbook addresses topics which are important for implementing appropriate vocational education services for students with special needs. The module on Student Identification is the first of a series of modules addressing the individual component of the vocational education program.

MODULE VIII

STUDENT IDENTIFICATION

DEFINITION:

> Identification refers to the process of identifying students who are able to succeed in a regular vocational education program without special assistance.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- Who are students with special needs?
- What are the characteristics of students with special needs?
- Why is identification necessary?
- How are students with special needs identified?
- What problems exist in the identification/referral process?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For encouraging community groups, support agencies and other school personnel to identify students who may be in need of special services/accommodations in order to succeed in vocational education.
- For inservicing vocational education personnel and specialty education personnel on the importance of identification activities.
- For the preparation of funding applications.

MODULE VIII

STUDENT IDENTIFICATION

The identification of students with special needs is a first step in providing appropriate vocational education experiences within regular career-vocational preparation programs. Students with special needs are defined as those who cannot succeed in a regular vocational program without special education assistance or those who require modified vocational programs.

The vocational education administrator should be familiar with: the types of special needs students may have, characteristics of students with special needs, the importance of identification, the process of identification, and potential problems in the identification/referral process.

WHO ARE STUDENTS WITH SPECIAL NEEDS?

For the purposes of this Handbook, students with special needs have been defined in terms of the following criteria of need and eligibility:

- Handicapped: Individuals with exceptional needs who have been identified as eligible for special education programs/services.

- Limited-English-Proficient (LEP): Characterized by a limited ability to read, write, speak, and/or comprehend English well enough to benefit from instruction to the same extent as students whose primary language is English.

- Disadvantaged: Individuals (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs to enable them to succeed in vocational education programs. (Section 195(16); 20 U.S.C. 2461)

  - Academically Disadvantaged: A student who lacks reading and writing and mathematical skills; or who performs below grade level.

  - Economically Disadvantaged: A student whose family income is at or below poverty level; who is unemployed or whose parent(s) or guardian(s) is unemployed; who is a recipient of public assistance or whose parent(s) or guardian(s) is a recipient of public assistance; or who is institutionalized. (Section 140; 20 U.S.C. 2370)

    Refer to the Appendix of this module for a copy of the Federal Register, Vol. 50, No. 159--Friday, August 16, 1985, Rules and Regulations defining disabled and handicapped.

WHAT ARE THE CHARACTERISTICS OF STUDENTS WITH SPECIAL NEEDS?

Although each student has unique strengths and weaknesses, general characteristics provide a basis for initial identification by classroom teachers, counselors, school administrators, and others. Students with special needs may have difficulty succeeding in career-vocational preparation programs due to one or more of the following behaviors:

- Frequent absence from school and/or frequent tardiness.
- Inability to relate appropriately to others in the learning environment.
- Inability to participate in group activities as a result of rejection by others who view the learner's physical, social or mental characteristics as unpleasant.
- Limited physical mobility or manual dexterity which limits capacity for various types of activity.
- Unrealistic goals---academic, vocational, social.
- Lack of basic skills in reading, writing, computations, problem solving.
- Extreme aggressive or passive behavior.
- Lack of positive self-concept, self-esteem.
- Limited learning experience.
- Short attention span.
- Difficulty integrating current instruction with previously learned material.
- Slow learning rate.

WHY IS IDENTIFICATION NECESSARY?

In order to provide appropriate educational programs, students with special needs must first be identified. This process is not designed to label or classify individuals, but rather to provide the initial link in determining, developing, and implementing appropriate educational plans.

HOW ARE STUDENTS WITH SPECIAL NEEDS IDENTIFIED?

Most students are initially identified prior to their entry into vocational training programs. Often regular classroom teachers identify and refer students who are experiencing difficulties in the regular classroom.

Vocational education instructors, counselors, parents, medical doctors, and others having knowledge of individual students also might identify and refer students for assessment.

Often it is assumed that all adolescent and adult vocational education students with special needs have been identified, assessed and appropriately counseled for placement. Although the percentage of those identified has increased since the implementation of PL 94-142, Education of All Handicapped Children Act, many have yet to be identified and thus must be identified upon entry into vocational training programs. PL 98-524, the Carl D. Perkins Vocational Education Act, requires that local education agencies provide information to handicapped and disadvantaged students, and parents of such students, concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade, together with the requirement for eligibility for enrollment in such vocational education programs. (Section 204; 20 U.S.C. 2453)

When students with special needs are identified by concerned individuals from outside the school or vocational education program, school administrators, teachers or counselors are usually informed. Verbal and written requests for formal identification, evaluation and educational planning are made during this referral process. Students and parents are provided with information concerning legal rights and restrictions and are informed about the subsequent referral and evaluation process to determine eligibility for special services.

If the student is attending a public school, the referral process follows the guidelines as developed in the California Education Code, Part 30, Chapter 4, Article 1, Sections 56300-56303, and Title 5, California Administrative Code, Article 2, Section 3021. The student may be referred to a resource specialist, a learning disabilities specialist, psychiatrist, psychologist, or others who will assist the individual in making a request in writing to initiate the assessment process.

WHAT PROBLEMS EXIST IN THE IDENTIFICATION/REFERRAL PROCESS?

Three types of difficulties frequently arise in the identification/referral process. Each of these difficulties can breakdown or inhibit the successful implementation of the referral process.

- Many vocational education teachers, core curriculum instructors, counselors and administrators are not familiar with the characteristics of students with special needs and are unable to detect resultant learning barriers. Without such initial identification, students with special needs cannot be assessed and appropriate support services and adaptations cannot be provided. School staff unfamiliar with special needs and referral processes require inservice training.

- The second problem which sometimes arises in the referral process is a breakdown in the intra/inter-communication of the referral process or the communication of the referral to appropriate agencies or staff. An

effective referral system must be developed and communicated to all staff. An ineffective or unorganized system for referral will inhibit referrals.

- The third problem frequently noted in the identification/referral process is the inavailability of resources for assisting students once they are referred for special assistance. Without adequate resources, including competent personnel, the referral process cannot proceed effectively. Although students with special needs attending vocational education programs are guaranteed such services, adequate funding, trained personnel, and/or service providers must be available to ensure that the assessment, planning and implementation process can occur.

Current law and state policy gives the responsibility of identifying students with special needs to local educators who are in direct contact with students, i.e., the local education agency (LEA). Diverse interpretations of "disadvantaged" and "disabled" among local agencies have made the terms nebulous, occasionally causing inconsistent and inappropriate placements. There is a need for clearly stated local directives regarding the identification and eligibility of students with special needs.

Once a student is identified as having a special need, the process of assessment can further determine the student's need for vocational education and training, and must take place prior to program or classroom placement. Student assessment is the topic of the next module.

Fiscal year
GEPA
Grant
Nonprofit
Nonpublic
Private
Project
Secondary school
Secretary
State
State educational agency
Supplies

(b) *Other definitions.* The following definitions also apply to this part and 34 CFR Parts 401, 407 through 412, and 414 through 417:

"Act" means the Carl D. Perkins Vocational Education Act.

"Administration" means activities of a State necessary for the proper and efficient performance of its duties under the Act, including supervision, but not including curriculum development activities, personnel development, technical assistance, or research activities.

"Apprenticeship training program" means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprencticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

"Area vocational education school" means—

(1) A specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;

(2) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to individuals who are available for study in preparation for entering the labor market;

(3) A technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market; or

(4) The department or division of a junior college or community college or university operating under the policies of the State board and which provides vocational education in no less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in paragraphs (3) and (4) of this definition, it admits as regular students both indivduals who have completed high school and individuals who have left high school.

"Career guidance and counseling" means those programs—

(1) Which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and

(2) Which assist individuals in making and implementing informed educational and occupational choices.

"Community-based organization" means a private nonprofit organization of demonstrated effectiveness which is representative of communities or siginficant segments of communities and which provides job training services (for example, Opportunities Industrialization Centers, the National Urban League, SER-jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Forum, National Council of La Raza, 70,001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities (as defined in section 7(10) of the Rehabilitation Act of 1973), agencies serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations), or an organization of demostrated effectiveness serving nonreservation Indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups.

(Sec. 4(5) of the Job Training Partnership Act)

"Construction" includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

"Cooperative education" means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic course and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

"Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

"Correctional institution" means any—

(1) Prison;

(2) Jail;

(3) Reformatory;

(4) Work farm;

(5) Detention center; or

(6) Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

"Curriculum materials" means instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

"Disadvantaged" means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

(House Report No. 98-1129, 98th Cong., 2d Sess. p. 100 (1984))

"Economically depressed area" means an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as—

(1) A rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which the designation is made; or

(2) A large concentration of low-income families, the designation of which is approved by the Secretary as consistent with the purposes of the Act, with these criteria, and with such other criteria as the Secretary may prescribe.

"Economically disadvantaged family or individual" means a family or individual which the State board identifies as low income on the basis of uniform methods that are described in the State plan. A State must use one or more of the following standards as an indicator of low income:

(1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget.

(2) Eligibility for free or reduced-priced school lunch.

(3) Eligibility for Aid to Families with Dependent Children or other public assistance programs.

(4) Receipt of a Pell Grant or comparable State program of need-based financial assistance.

(5) Eligibility for participation in programs assisted under Title II of the JTPA.

"Eligible recipient" means a local educational agency or a postsecondary educational institution.

"Handicapped", when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

"High technology" means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

"Homemaker" means an individual who—

(1) Is an adult; and

(2) Has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

"Institution of higher education" means an institution of higher education as defined in section 1201 of the Higher Education Act of 1965.

"Insular Area" means the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands. For the purpose of 34 CFR 401.13, the term also includes Puerto Rico.

"JTPA" means the Job Training Partnership Act (P.L. 97-300).

"Limited English proficiency", when used with reference to individuals, means individuals—

(1)(i) Who were not born in the United States or whose native language is a language other than English;

(ii) Who came from environments where a language other than English is dominant; or

(iii) Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

(2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

(20 U.S.C. 3223)

"Local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

"Postsecondary educational institution" means an institution legally authorized to provide postsecondary education within a State, or any postsecondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act or under the Act of April 16, 1934.

"Private vocational training institution" means a business or trade school, or technical institution or other technical or vocational school, in any State, which—

(1) Admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by the institution;

(2) Is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;

(3) Has been in existance for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this definition; and

(4) Is accredited—

(i) by a nationally recognized accrediting agency or association listed by the Secretary;

(ii) If the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretaray; or

(iii) If the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of the category, which comittee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards.

"Program year" means a period beginning on July 1 and ending on the following June 30.

"School facilities" means classrooms and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public.

"Single parent" means an individual who—

(1) Is unmarried or legally separated from a spouse; and

(2) Has a minor child or children for which the parent has either custody or joint custody.

"Small business" means for-profit enterprises employing five hundred or fewer employees.

"State" means any of the 50 States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, the Northern

TIME-SAVER SHEET

MODULE IX

STUDENT ASSESSMENT

DEFINITION:

> Student assessment refers to a comprehensive evaluation process consisting of formal and informal procedures intended to identify students' personal traits/needs, career awareness, extent of career exploration, vocational aptitudes, and job-specific skills. This information is used as the basis for students' career decision making and is considered in planning for appropriate training programs and/or job placements.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is the terminology used in vocational assessment?
- What student variables are assessed?
- Why is vocational assessment necessary?
- How can vocational assessment information be used?
- How is assessment conducted?
- How should the assessment process be adapted for students with special needs?
- What is the role of the vocational education administrator in the assessment process?
- What is the Agency-Based Vocational Assessment System?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning and monitoring assessment procedures.
- For background information to be used in the individualized education program (IEP), individualized transition plan (ITP), and/or individualized career academic plan (ICAP) process and when interacting with evaluation specialists.
- For gaining an understanding of the variables which vocational education personnel consider when making program placement, implementing instructional procedures, and developing and making job placements.
- For inservicing vocational education personnel who may not be knowledgeable about assessment procedures for students with special needs.

MODULE IX

STUDENT ASSESSMENT

After the student has been identified and referred, the assessment process begins to determine his/her special needs. Vocational assessment also provides essential information for determining career choice, for planning appropriate training, and for determining the best learning environment for students with special needs.

Vocational assessment can be defined as a comprehensive process conducted over a period of time for the purpose of identifying individualized characteristics as well as educational, training, placement, and support service needs of students. Assessment provides educators, students and parents with the basis for planning an individual student's program, and it provides the student with insight into his/her vocational potential.

This module provides the vocational education administrator with an overview of the following information related to assessment:

- The terminology used in vocational assessment.
- Why vocational assessment is necessary.
- How vocational assessment information is used.
- What student variables are assessed.
- The assessment process.
- How the assessment process can be adapted for students with special needs.

WHAT IS THE TERMINOLOGY USED IN VOCATIONAL ASSESSMENT?

Definitions of the basic terms and concepts that appear throughout this module are presented below.

- Assessment: Evaluation using diagnostic tools and techniques to gather pertinent information on the knowledge, manipulative skills, and/or attitudinal potential and performance of a student.
- Criterion-reference: A test that can be interpreted in terms of specified performance standards (sometimes also referred to as competency-based or performance-based).
- Diagnostic testing: Collection, analysis and interpretation of information for the purpose of identifying student strengths and weaknesses.
- Norm-reference: A test on which the student's score is compared to the performance of a group of other students who have previously taken the test.

- Reliability: The degree to which the student's score on a single administration of a test is typical of the scores that would be obtained if the test were taken by the same student several times.

- Screening: A process of determining students' eligibility for programs based upon specific criteria for acceptance and rejection.

- Standardized Tests: Criterion-referenced and norm-referenced tests that have a rigidly defined set of procedures for administration, scoring, and interpretation.

- Test Battery: A collection of tests selected to measure specific knowledge, skills and characteristics of students.

- Validity: The degree to which the test measures what it is supposed to measure.

- Work Samples: Tasks or activities that simulate a specific job and are used to assess skills, aptitudes, and abilities similar to those required in competitive employment situations.

- Work Tryouts: Actual on-the-job tryout.

WHY IS VOCATIONAL ASSESSMENT NECESSARY?

Vocational assessment is the first step in providing appropriate vocational education instruction. According to Education Code, Part 30, an individual assessment of the student's educational needs shall be conducted before placement into a special education program can take place. Moreover, PL 98-524, the Carl D. Perkins Vocational Education Act, requires that handicapped and disadvantaged students shall receive assessment of their interests, abilities, and special needs with respect to successfully completing the vocational education program (Section 204; 20 U.S.C. 2453).

Assessment is often considered part of the counseling process in that it assists students in making realistic career choices. Often, students with special needs require more help than regular students in choosing from all the possible job alternatives. They may not even realize that some choices exist, or that they have the potential to be trained for some jobs. Vocational assessment, the first link of career training, is a crucial aspect of the vocational education process. Vocational assessment is directly related to the student's chances for future employment.

Vocational assessment is designed to provide information concerning the vocational strengths and needs of students. Vocational assessment:

- Provides a clear profile of student interests, needs and abilities so that a total academic and career development program can be initiated.

- Assists in determining appropriate prevocational and life-skills training.

- Identifies appropriate placements in vocational education programs, suggests useful teaching techniques, and recommends needed support services.
- Indicates opportunities for job placement.
- Reduces failure and facilitates increased motivation by identifying skills that can be learned.
- Provides the student with occupational information and an analysis of abilities so life planning can be initiated.

HOW CAN VOCATIONAL ASSESSMENT INFORMATION BE USED?

Instructors can use assessment information for developing learner profiles and instrumental strategies. At the same time, administrators may use some of the same information for filing state and federal reports, identifying needs for additional services, and supporting requests for additional resources. Specifically, vocational administrators may find vocational assessment data useful for:

- Planning.
- Compiling information on the numbers and types of special needs learners being served across all vocational education programs.
- Estimating and allocating program resources (supportive services, instructional materials, etc.) required to fully serve the identified special needs learners.
- Presenting accountability data and public relations activities (aggregate data only).
- Monitoring the effectiveness of identification and assessment processes.
- Monitoring the appropriateness of instructional procedures and making appropriate modifications in facilities, curriculum, instructional techniques, and assessment procedures.
- Job development and placement.

WHAT STUDENT VARIABLES ARE ASSESSED?

To make appropriate recommendations for the various types of vocational placements (prevocational and functional life skills training, vocational program entry, and job placement), various student characteristics, skills, and abilities must be assessed. The categories and types of assessment data collected are:

- Cognitive skills: Involves the student's thinking or intellectual abilities. The student is required to recall, comprehend, apply, analyze, synthesize, or evaluate knowledge.

- Verbal skills (written and spoken communication).
- Language skills (listen, understand, express one's self).
- Informational skills (follow instructions, remember, sequence information, plan, organize, and make decisions).
- Quantitative/numerical skills (account, record, perform basic arithmetic processes, measure, and use or manipulate numerical information).

- Psychomotor skills: Consists of the student's perceptual and manipulative motor skills.
  - Perceptual skills (accurately perceive colors, forms, space, sounds, and odors).
  - Physical skills (coordinate and perform physical movements).
- Affective skills: Includes the student's internalization of feelings and beliefs.
  - Social habits (able to interact appropriately with others and act independently in an acceptable manner).
- Occupational interests and capabilities.
  - Vocational interests (career goals, previous occupational experience, occupational vocabulary).
  - Vocational aptitudes and abilities (occupational problem-solving skills, occupational dexterity).
  - Work skills, behaviors, attitudes, and habits (attendance and promptness, self-hygiene, following directions, etc.).
  - Specific job readiness skills.
  - Job-seeking skills.
- Learning styles and preferences (environmental, emotional, sociological, and physical factors that influence learning).
  - Auditory, visual, or kinesthetic learning style.
  - Intelligence Quotient (IQ).
  - Family background.
  - Psychological profiles.
- Medical information (health records).

- Nature and level of any physical limitations.

- Environmental conditions that should be avoided.

All of these categories will not be included in every case; the strengths and needs of individual students will dictate the necessary areas to be assessed.

HOW IS ASSESSMENT CONDUCTED?

Assessment must be multifaceted and nondiscriminatory. Assessment instruments and techniques must test what they purport to test. Assessment can be both formal (use of standardized tests and teacher constructed tests) and informal (use of observation, work tryouts, work samples, and other means).

Above all, assessment should be done for decision making, not classification purposes. Rather than merely labeling a student, assessment for decision making focuses on recommending procedures the teacher, parent, counselor, job developer, or therapist should use to assist with the student's development.

Assessment is conducted in the following ways:

- Tests. Tests should be used for diagnostic purposes---to plan instruction. The primary methods for assessing the characteristics of students which are relevant to vocational education are standardized tests and teacher constructed tests. These tests can be classified as either norm-referenced or criterion-referenced.

  - Norm-referenced tests:

    When the student's score is compared to the scores of a large number of other students who have previously responded to the same measuring device, the test is norm-referenced. (For example: student scores above average on the Hand-Tool Dexterity Test.) These tests are generally commercially prepared. A list of standardized assessment materials which are frequently used in vocational assessment appears in Appendix A following this module.

  - Criterion-referenced tests:

    When the student's performance is compared to some standard or criterion, the test is criterion-referenced. Student behaviors must reach a certain level of mastery to "pass" each rated activity.

Table I is a comparison of the strengths and weaknesses of norm-referenced tests with criterion-referenced tests.

TABLE I.
A COMPARISON OF NORM-REFERENCED AND CRITERION-REFERENCED TESTS

NORM-REFERENCED TESTS	CRITERION-REFERENCED TESTS
Strengths:	Strengths:
• Reduces teacher preparation time.	• Can measure whether or not an instructional objective has been met.
• Student performance can be compared with students in other classes, schools, districts, or states, providing program administrators with information needed to document program accomplishments.	• A nonthreatening testing environment can be created.
	• Useful for assessing specific skills of an individual.
• More reliable than criterion-referenced tests.	
Weaknesses:	Weaknesses:
• Scores are not related directly to program objectives and instructional procedures are not easily derived from results.	• Time consuming to prepare and administer.
• May be expensive to purchase and time consuming to administer.	• Documentation requirements of funding agencies may necessitate the use of norm-referenced tests.
• Often requires a special setting and specially trained personnel to administer.	• The scores may not be valid or reliable because they are based on the relative judgement of the instructor.
• Often used for selecting among candidates even though students with special needs are not generally included in the population used to establish the norms.	
• Test results are often not reliable for predicting future student performance since test taking skills play a large part in determining one's score.	

- Vocational Interviews. Vocational interviews are used to gather and provide vocational guidance. During an information gathering interview which should take place near the beginning of the vocational assessment process, the evaluator records information about students' previous work experience, vocational interests, employment goals, and personal needs. During this process, students are given the opportunity to discover and clarify important information pertaining to their vocational potential.

  A vocational guidance interview is a meeting with a student which usually occurs after the assessment results have been compiled and interpreted. The purpose of this interview is to help the student make realistic choices about training programs and jobs. During a guidance interview, students learn about their vocational options based upon knowing their skill levels, needs, and vocational preferences. They become aware of the distinguishing features of various jobs and the skills required, and assess the match between them and their personal needs, skills and temperament. Quality communication between evaluator and student is crucial if the student is to understand the meaning of the assessment results and to formulate realistic vocational plans and commitments toward the future.

- Vocational Interest Inventories. Vocational interest inventories are used to identify students' vocational preference patterns in order to help them formulate personal career choices. An interest inventory is a list of questions pertaining to job related objects or activities which an individual likes or prefers. This questionnaire is a "self report" technique, i.e., it requires the individual to describe his/her own characteristics. Vocational interest inventories are also an effective means of predicting the career choices of college males. Interest inventories do not address abilities, however, nor should they be used as good predictors of success in vocational training or job placements. The results of interest inventories decrease in validity when used with individuals who have had little experience or exposure to work, since their vocational interest patterns are underdeveloped and unstable. However, these inventories may be of value in helping students with limited work inexperience to examine their vocational preferences.

- Multi-Aptitude Test Batteries. Multi-aptitude test batteries are measures of students' cognitive, academic, perceptual, gross and fine motor skills. One or several tests are used to measure specific aptitudes. Test scores for the various aptitudes are combined into an "aptitude profile" which is indicative of students' overall capabilities. Student profiles are compared to aptitude requirements for specific jobs as well as entire occupational areas. Computer software is often used for this analysis and recommendations for appropriate jobs/occupational groups are indicated on a print-out.

- Instructor Observation. Observational records can be narrative descriptions of events, or more formal charts and graphs of student behaviors in such areas as functional educational skills, prevocational and readiness skills, ability to follow directions, learning styles, and relationships with peers.

- Analysis of Records. Analysis of student records can provide valuable information and save much time. Work history, physical history, health and medical records, psychological information, education history, and social and personal factors can often be compiled from records.

- Work Performance Skills Profile(s). Learning objectives for further skill development are developed from information about student work performance, social skills, and requirements of the job. These skill objectives are used by instructors to describe the students' competency levels, student strengths and weaknesses, and for developing curriculum based upon individual needs. These profiles also can be used to determine an individual's job readiness and to give the student a realistic view of the skills required for successful employment and his/her mastery level. (See Appendix B for an example.)

- Work Tryouts. Actual supervised on-the-job tryouts provide the most reliable assessment of work behaviors. The teacher or counselor can actually observe factors such as attention span and work tolerance, punctuality, need for supervision, emotional stability, and other crucial coping variables in a real work situation.

- Work Samples. Work samples which simulate a specific job or actual work experience can be used to assess skills, aptitudes and abilities required in real employment situations. Comprehensive batteries of work samples, known as vocational evaluation systems, exist to provide a hands-on approach to the assessment of vocational strengths, weaknesses, interests, and potentials. Work samples are more motivating, less anxiety producing, and more appropriate for persons with cultural differences and language difficulties than are most tests.

HOW SHOULD THE ASSESSMENT PROCESS BE ADAPTED FOR STUDENTS WITH SPECIAL NEEDS?

Once trained to administer assessment tools in conformance with instruction, vocational education instructors, evaluation specialists, technicians, counselors, and special educators may all be involved to some extent in assessing students with special needs. Prior to PL 98-524, the Carl D. Perkins Vocational Education Act, most vocational assessments were conducted by vocational rehabilitation specialists, psychologists, and special education diagnosticians. The results of these testing efforts were generally not appropriate or complete since they were not well referenced to the school program opportunities available to students. Testing today is ideally administered by a group of experts from a variety of disciplines. Whichever qualified professionals administer the assessment, they must be responsible for adapting testing procedures for students with special needs so that test results accurately reflect the student's aptitude, achievement level, or whatever else the test is intended to measure. If the test administrator does not know how to adapt the assessment procedure, he/she should seek help in doing so from a specialist on the administration of the particular test.

Vocational assessments for special needs students should focus on more than score comparisons to adult norms (average scores of employed workers). Evaluators should also consider that demonstrated skills, (i.e., competencies), degree of improvement with practice, and response patterns to various methods of teaching and coaching are indicative of the student's primary learning modalities. This valuable information may only be garnered through administration of test procedures in more than one trial.

Students should be given the opportunity to be evaluated for more than one trial on any vocational assessment procedure. The "exploratory" nature of the procedures is often more important than the formal test scores that are generated. Evaluators should keep in mind that they are comparing student scores to those of experienced employed adults. Therefore, "practice" on these procedures does not necessarily dilute the predictive power of the techniques.

During vocational assessment students need to experience supportive evaluation conditions and to establish rapport with vocational evaluators to minimize the influence of personal-social skill deficits on test performance. This is best done when vocational assessment procedures are infused into "exploratory work activities." This approach will enable ongoing feedback of results and related counseling throughout the assessment process.

Some procedures for adapting the assessment process include:

- Determining the personal characteristics of the student and their effect on the student's understanding and performance on the test.
- Using practice items to assure a student's understanding of assessment procedures.
- Minimizing anxiety by administering easier items first.
- Administering performance items first, if the personal characteristics of the student limit his or her verbal ability, and verbal items first, if their handicap limits their performance ability.
- Arranging physical surroundings to accommodate the personal characteristics of the student.
- Allowing extended time limits if the test is measuring capacity for performing a task.
- Shortening test periods to accommodate fatigue.
- Making sure that the student knows, and is comfortable with, the person administering the test.

Examiners may deviate from standardized testing procedures to accommodate the special needs of students so long as this is noted in the assessment report. In fact, it could be said that examiners should deviate from standardized procedures with certain students. For example, a student with poor manual dexterity may not be able to pick up small blocks but may be able to handle large ones; braille or orally presented tests may be needed for blind students; sign language may be needed when testing hearing impaired students.

While these adaptations are necessary for certain students, the reliability and validity of the original standardized tests will be altered by the modifications.

Some special considerations are in order when assessing students with special needs:

- For all students with suspected handicapping conditions for whom an assessment is proposed for placement in an appropriate educational program:
  - The student's parent must be given a proposed assessment plan in writing and in language easily understood by the general public. This proposed plan must be given to the parent within 15 days of the referral for assessment along with a notice of parents' rights. These include the right to obtain, upon request, a copy of the findings of the assessment(s); the right to have an IEP Team Conference scheduled to discuss the assessment results and recommendations, and the right to obtain an independent educational assessment of the student at public expense from qualified specialists if the parent disagrees with the assessment results under conditions outlined in Education Code, Part 30, Section 56329.
  - No assessment can be conducted without written consent of the parent except in rare instances outlined in Education Code, Part 30, Section 56506, subdivision (e).
  - No single test procedure should be used as the sole criterion for determining a student's placement and program.
- For students with disadvantages:
  - The student's career interests should be emphasized.
  - Specific disadvantages (for example, extent of language difficulty for LEP students) should be assessed and recorded.
  - Any tests that are administered should be tailored to the educational achievement level of the student (for example, a Vocational Interest Inventory or IQ Test should not be administered if it is written at a level above the student's reading level), and should be given in the student's language.
  - Student aspirations, perceptions of self, and expectations for success in the world of work should be analyzed.
- For students with handicaps:
  - Medical records should be examined.
  - The student's career interests should be emphasized.
  - Modifications needed for job placement (either in the physical environment or personal equipment) should be analyzed.

- Test requirements should be analyzed to assure their appropriateness given the student's educational competencies and physical limitations.

WHAT IS THE ROLE OF THE VOCATIONAL EDUCATION ADMINISTRATOR IN THE ASSESSMENT PROCESS?

The vocational education administrator is responsible to assure the delivery of appropriate vocational assessment in keeping with the provisions and requirements of the federal and state laws noted in this module. This will require that he/she fulfill the following duties:

- Determine who should be involved in each phase of the testing process.
- Determine the types of data to be collected and the responsible person in each case.
- Determine the site location for each person who is involved in the assessment process.
- Determine who will administer various tests.
- Determine the timelines (cycle) for test administration and schedule students to attend testing sessions.
- Determine who will assure provision of any special services needed by students to take tests.
- Determine who will select testing instruments and which budget category will be used to pay for the instruments.
- Determine how transportation will be provided when necessary.
- Determine who will be responsible to obtain parent permission and for other home-related contacts.
- Determine who will be responsible to prepare reports following testing and who will receive copies of reports.
- Determine how to assure attendance of specialty and vocational education teachers at team planning meetings where test results are needed to plan a student's individual program.
- Determine who will provide inservice training necessary to assure the smooth functioning of the assessment process.

WHAT IS THE AGENCY-BASED VOCATIONAL ASSESSMENT SYSTEM?

In 1985, the California Superintendent of Public Instruction called for the development of a comprehensive vocational assessment system for students served by educational and job-training agencies. A branch wide vocational assessment model was prepared to serve this purpose. This model is designed to be applied within a wide variety of programs.

These programs include:

- Regular High School
- High Risk Youth
- Continuation High School
- Adult Education
- Special Education
- Job Training Partnership Act (JTPA)
- Private Vocational Training
- Community-Based Organizations
- Greater Avenues for Independence (GAIN)

The Agency-Based Vocational Assessment Model provides a clear, consistent means of accomplishing the three goals of assessment:

- To identify personal-social traits and needs, basic work aptitudes and job-specific skills.
- To compare current competencies and skill levels with vocational program requirements.
- To recommend appropriate vocational options so that students' skill levels and needs match specific program requirements.

The assessment model places significant emphasis upon the identification of prevocational skills as early as possible in the assessment process. Experience has shown a need to make early assessments about the potential impact of such skills upon future job and training performance.

It is important to note that the Agency-Based Vocational Assessment Model does not recommend the wholesale disposal of previous assessment methods and materials. Instead, the model uses familiar elements of existing assessment practices and combines them with newer elements, to place a stronger emphasis on life-skills and other prevocational competencies. Critical assessment questions are key components of the new model. These questions are designed to be answered prior to the "ready" or "not ready" decision point at the conclusion of the models' three stages.

Stage I features group administered assessment procedures delivered within the context of career guidance activities. All students served by vocational education programs should receive some form of Stage I assessment. Career/vocational interest inventories and paper/pencil aptitude tests are the prevalent methods used. In schools, Stage I procedures can be infused into career guidance units within regular classes or career center programs. For other agencies assessments may be incorporated in introductory classes and/or intake programs.

The principle outcome of Stage I is the identification of career/vocational interests and vocational aptitude levels. This information assists students' in career decision making and helps guidance personnel and counselors develop realistic career and vocational plans. Students match their personal interests, needs, and skill levels to appropriate career goals. Guidance personnel and counselors determine whether selected goals are realistic, given assessed interests, needs, and aptitude levels. Accordingly, a related career and vocational plan is formulated using this information. The ideal plan specifies career/vocational goal(s), local labor market implications, appropriate training/placement options, and the proposed sequence of training needed to reach designated goals. High school counselors are currently mandated to provide such planning services to designated students in tenth grade counseling programs (State Education Code 48431.6).

Stage II is characterized by structured formal and informal techniques used in the initial screening of students. Assessments are targeted for individuals who have been deemed to be "not ready" for enrollment or placement by Stage I. This finding implies that these individuals require more "in depth" assessment before an accurate appraisal of vocational potential can be made. Programs utilizing Stage II assessments for vocational screening purposes include district vocational education, community based agencies, community colleges, and/or adult education programs.

Assessments are administered by a distinct vocational assessment program with structured referral and reporting process, discreet budgets, allotted working areas, and designated personnel. This program structure is required because evaluation methods are individually administered and require a minimum of four hours assessment time. Techniques include interviews, structured observations, interest inventories, and hands-on vocational aptitude tests. These techniques should be supervised or coordinated by a certificated employee.

An assessment report and career plan should be written for each student by the assessment staff. The student's report should identify realistic goals with supportive evidence including expressed and demonstrated interests, career awareness, aptitude strengths and weaknesses, and normative prediction of vocational potential. A career plan should incorporate the same content as the plan written by a counselor in Stage I, but should include more detail.

Stage III offers comprehensive evaluation of job task performance in real or simulated work settings. Assessment services are aimed at students who in Stage I and II have been shown to be "not ready" for enrollment or placement. Such individuals have demonstrated characteristics (e.g., such as unrealistic goals, having little experience and exposure to work, demonstrating personal-social behaviors that present significant barriers to success in

career/vocational programming, aptitude deficits, and/or lack of motivation toward career training). It is assumed that extended assessment of job task and work performance will be required in order to accurately determine a student's vocational potential and needs.

In Stage III assessments, students should receive from 20 to 40 hours of assessment services delivered across a one or two week period, or longer. Assessment methods should include commercial work samples and job site assessment. The preferred method is job site assessment which consists of structured observation of job task competencies, preferably in the context of a competitive employment site.

Assessment staff should prepare an assessment report that augments the contents of a student's Stage II report and career plan. Additional information is provided on job specific skills and recommendations are made for specific support services, curriculum or job modification, and/or remedial services that may be required to ensure student's success.

For more information on the Agency-Based Vocational Assessment Model contact VOICE, 560 J Street, Suite 385, Sacramento, California, 95814. (916) 445-0401.

This module has provided the vocational education administrator with information on vocational assessment. Armed with this background, the next step in the vocational education process for special needs students is the development of the Individualized Education Program (IEP), the topic of Module X.

MODULE IX

APPENDIX A

NORM REFERENCED TESTS USED IN VOCATIONAL ASSESSMENT

Achievement
Adult Basic Learning Examination
Wide Range Achievement Test
Sequential Test of Education Progress
Diagnosis---An Instructional Aid
Gray Oral Reading Test
California Achievement Tests

Aptitude
General Aptitude Test Battery
Non-Reading Aptitude Test Battery
Flannigan Aptitude Tests Classification
Differential Aptitude Tests
Bennett Mechanical Comprehension Test
Revised Minnesota Paper Form Board Test
Minnesota Clerical Test
McDonald Vocational Capacity Scale
MacQuarrie Test for Mechanical Aptitudes
Graves Design Judgement Test

Intelligence or General Learning Ability
Slosson Intelligence Test
Army General Classification Test
Otis Quick-Scoring Mental Ability Test
Peabody Picture Vocabulary
Revised Beta
Wechsler Adult Intelligence Scale
Haptic Intelligence Scale
Hiskey-Nebraska
Vocational Intelligence Scale for the Adult Blind
Raven Progress Matrices
Columbia Mental Maturity Scale
Cooperative School and College Ability Tests
Arthur Point Scale of Performance Tests

Interest
Kuder General Interest Survey
Ohio Vocational Interest Survey
Strong Vocational Interest Blank
Picture Interest Inventory
Vocational Interest and Sophistication Assessment Survey
Gordon Occupational Checklist
AAMD Reading Force Vocational Interest Inventory
Minnesota Importance Questionnaire
Entry Level Job Listing
Geist Interest Inventory
Picture Interest Exploration Survey

Self Directed Search
Singer/Graflex Pictorial Interest Screening
Wide Range Interest Opinion Test
California Picture Inventory
Brainard Occupational Preference Survey

Performance Aptitude
Crawford Small Parts Dexterity Test
Pennsylvania Bi-Manual Work Sample
Purdue Pegboard
Minnesota Rate of Manipulation Test
Hand-Tool Dexterity Test
Stromberg Dexterity Test
Lincoln-Oseretsky Motor Development Scale
Minnesota Spatial Test
Purdue Perceptual Motor Survey

Personality
Mooney Problem Checklist
Minnesota Multiphasic Personality Inventory
Edwards Personal Preference Schedule
Vineland Social Maturity Scale
AAMD Behavior Adoptive Scales
Adjustment Inventory
California Psychological Inventory
Career Maturity Inventory
16 Personality Test

Physical Screenings
Manuomotor (Strength)
Audiomotor (Hearing)
Orthomotor (Vision)

Reading
Gates-MacGenitie
Gray Oral Reading Test
Stanford Diagnostic Reading Test
Durrell-Sullivan Reading Capacity

Work Samples
McCarron-Dial
Jewish Employment and Vocational Service Work Sample System
Singer Vocational Evaluation System
The MicroTower System
Valpar Component Work Sample Series
Wide Range Employment Sample Test
Comprehensive Occupational Assessment and Training System (COATS)
Hester Evaluation System (H.E.S.)
Talent Assessment Program (T.A.P.)
Vocational Information and Evaluation
Work Samples (VIEWS)

MODULE IX
APPENDIX B

WORK PERFORMANCE SKILLS PROFILE

FREQUENCY OF BEHAVIOR OCCURRENCE
RATING: 1 = 90%-100%
2 = 80%-90%
3 = 70%-80%
4 = 60%-70%
5 = Below 60%

Review Date and Rating

ELP

Area	Criterion						
On time	Client will punch in at time clock no later than two minutes before starting time.						
Set-Up	Client will bring needed materials to the work area and set up.						
Starting Time	Client will begin work no later than two minutes after starting time.						
Excessive Waste	Client will perform the task without excessive waste of materials						
Tools Clean	Client will maintain tools in the proper manner.						
Clean-Up	Client will clean work area at the end of the shift.						
Tool Storage	Client will store the supplies, tools, and/or equipment at the end of the work shift.						
Confusion	Client will contact a supervisor when confused about a situation within five minutes.						
Mistake	Client will contact the supervisor when a mistake occurs before work continues.						
New Assignment	Client will perform a new work assignment within standards defined by the supervisor.						
Assembly	Client will perform assembly tasks: __2 part __3 part __4 part __5 part __6 part						
Duration	Client will perform the work assignment for the specified time period.						
Another Worker	Client will perform his part of the job when given a task that involves a minimum of two workers performing separate parts of the task.						
Work Rate	Client will increase work behavior in terms of rate of production, speed, duration, frequency, or reduction in errors when given the instruction "Work harder."						
Disruptions	Client will continue working during minor disruptions.						

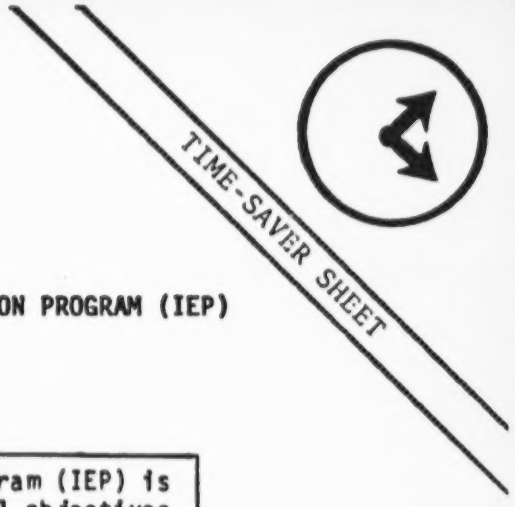
WORK PERFORMANCE SKILLS PROFILE

FREQUENCY OF BEHAVIOR OCCURRENCE
RATING: 1 = 90%-100%
2 = 80%-90%
3 = 70%-80%
4 = 60%-70%
5 = Below 60%

Review Date and Rating

ELP

Area	Criterion						
Demonstration	Client will perform the task after demonstration.						
Diagram	Client will follow the steps of a diagram to complete a task.						
Equipment	Client will safely use the equipment.						
Improvement	Client's subsequent work evaluation will be scored higher than the previous one.						
Arrival	Client will give a greeting when first seeing co-workers.						
Departure	Client will say good-bye when leaving the place of work.						
Conversation	Client will verbally interact with co-workers without disrupting or interfering with their job assignments.						
Complaints	Client will interact with co-workers without saying anything negative or punitive unless the job is being done wrong or they are doing something dangerous.						
Intensity	Client will verbally interact with co-workers without yelling or talking loud.						
Physical Contact	Client will touch other workers only in appropriate situations.						
Profanity	Client will not use excessive profanity.						
Theft	Client will use only his own tools and belongings.						
Supervisor	Client will point to and/or state the name of his immediate supervisor.						
Supervisor Interaction	Client will greet the supervisor but will verbally interact with him only when there is an appropriate situation.						
New Supervisor	Client will maintain work schedule and rate of production when there is a new supervisor.						



MODULE X

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEFINITION:

> The Individualized Education Program (IEP) is a written statement of educational objectives and a process whereby educational strategies are planned. IEPs are developed for all students in the special education program.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is the terminology used in the Individualized Education Program (IEP)?
- What is an IEP?
- How is the IEP related to vocational education?
- What is the purpose of the IEP?
- Who participates in developing the IEP?
- What is the role of the vocational education administrator and vocational instructor in the IEP process?
- How are annual goals and short-term instructional objectives developed in vocational education?
- What is an Individualized Transition Plan (ITP)?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For participating actively in the IEP process.
- For monitoring the IEP process.
- For inservice to vocational education personnel who may not be familiar with the IEP process.
- For background information on interacting with parents and special education personnel.

MODULE X

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Individualized Education Program (IEP) is both a written statement of educational goals and objectives developed to meet the unique needs of each student with special needs who is eligible for special education services and a process through which a team of regular and special educators and parents plan strategies to meet the student's needs.

After students with handicapping conditions have been identified (Module VIII) and assessed (Module IX), the IEP is developed. This module will acquaint the vocational education administrator with: terminology relating to the IEP, what an IEP is, how the IEP is related to vocational education, the purpose of the IEP, team members who participate in the development of the IEP, the role of the vocational education administrator and the vocational education instructor in the IEP process, and how goals and objectives are developed.

WHAT IS THE TERMINOLOGY USED IN THE INDIVIDUALIZED EDUCATION PROGRAM?

Definitions of the basic terms and concepts that appear throughout this module are presented below.

- Annual goals. Yearly educational/vocational goals for the student that are agreed upon by the IEP Committee.
- Short-term objectives. Intermediate behavioral steps which progress toward annual goals.
- Objective criteria for evaluation procedures. Standards used to measure a student's progress in different subject areas through methods which include observation, testing, and work tryouts.
- Special education program. Specially designed instruction developed for students with handicapping conditions, at no cost to parents or guardians. The programs are designed to meet the unique needs of the student whose educational needs cannot be met with modification of the regular instructional program, and to guarantee that appropriate services will be delivered. The special education program may also include any related services needed to assist the student to benefit from specially designed instruction. Special education services should be delivered in ways that maximize appropriate interactions between nonhandicapped pupils and pupils with handicapping conditions and via a full continuum of options which afford the least restrictive environment for each child (Education Code - Part 30, Chapter 1, Article 2, Section 56031).
- Special instructional media and materials. These include orthopedic appliances and assistive devices, Braille, manipulatives, study carrels, etc., which aid a student in accessing and succeeding in vocational education programs.

- Parent involvement. Parent's rights to be included are mandated in the due process protections of PL 94-142, The Education of All Handicapped Children Act. These rights include the opportunity to contribute to and review the IEP.

- Related services. Transportation and any developmental, corrective, or other supportive services that may be needed to assist a student with a handicapping condition to benefit from instruction.

- Regular program participation. Amount of time the student with a handicapping condition spends in regular vocational education classes, including industrial technology, consumer and homemaking classes, and/or an academic core class.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

An IEP, according to Part 30 of the Education Code, is defined as follows:

- The Individualized Education Program (IEP) is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

  - The present levels of the pupil's education performance.

  - The annual goals, including short-term instructional objectives.

  - The specific special educational instruction and related services to be provided.

  - The extent to which the pupil will be able to participate in regular educational programs.

  - The projected date for initiation and the anticipated duration of such programs and services.

  - Appropriate objective criteria, evaluation procedures, and schedules for determining, at least on an annual basis, whether short-term instructional objectives are being achieved.

- When appropriate, the IEP shall also include, but not be limited to, all of the following:

  - Prevocational career education for pupils in kindergarten and grades one to six, inclusive, or pupils of comparable chronological age.

  - Vocational education, career education, or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades seven to twelve, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215 of the Education Code (Education Code 56345 as amended by AB 2652, Statutes of 1982).

- For pupils in grades seven to twelve, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation in accordance with Section 51215 of the Education Code.

It is important for vocational education administrators/coordinators and vocational education teachers to be aware of Section (b)(1) because the Education Code clearly emphasizes the importance of vocational training, but acknowledges that for some students with special needs, a specially designed vocational education program may be necessary.

The subsequent reference to means and modes for completing the district's prescribed course of study applies not only to the proficiency tests all students take for graduation, but also to the satisfactory completion of a program of vocational education. Section 56345 gives support in the very definition of the IEP for having special class teachers and special education resource specialists assisting the vocational education teacher with testing related to the required course content of any course from basic automotive repair to clothing construction to agriculture.

The final provisions of the IEP definition state that:

- Linguistically appropriate goals, objectives, programs and services must be used for limited-English-proficient students.

- Transition steps from a special class into a regular class should be described including the amount of time the student spends in the regular and special education programs.

- Specialized services, materials, and equipment should be provided for students with "low incidence disabilities" such as hearing and vision impairments and severe orthopedic impairments.

The IEP is now only required for students with handicapping conditions who need special education services to benefit from educational services. No similar required plan exists for disadvantaged students, although current developments are addressing an Individual Transition Plan. It is likely, however, that disadvantaged students would greatly benefit from a consolidated, individually focused planning process such as the IEP, and all students would benefit from an Individual Career Academic Plan. Progressive vocational education administrators may wish to consider implementing an IEP type planning process on behalf of disadvantaged students. The following references include IEP models which could be adapted for use with disadvantaged students:

- A.P. Turnbull, Bonnie Strickland, and John C. Brantley, Implementing Individualized Education Programs. (Columbus, Ohio: Merrill, 1978).

- L. Allen Phelps, Instructional Development for Special Needs Learners: An Inservice Resource Guide. (Urbana, Ill., University of Illinois at Urbana-Champaign, Department of Vocational and Technical Education, 1976), 59.

HOW IS THE IEP RELATED TO VOCATIONAL EDUCATION?

PL 94-142, [Sections 612(4) and 614 (a)(5)] requires that when a student with a handicapping condition is placed in a vocational education program, then his/her IEP must include a vocational goal and a vocational objective. This should be accomplished prior to placing the student in the vocational education program and should be done with the involvement of vocational education personnel. The IEP thus becomes a primary tool for promoting collaboration between special education and vocational education personnel.

In keeping with the Education Amendments of 1984 (known as Title II or the Carl D. Perkins Vocational Education Act, PL 98-524), the Career-Vocational Preparation Division of the California Department of Education has established several criteria for the use of vocational education funds for students with special needs under the so-called "handicapped funds". These criteria include the following:

- If the student is determined by the IEP team to be "handicapped for the purpose of vocational education," the IEP must describe the extent and kind of special education assistance necessary for the student to succeed in vocational education programs.

- The IEP must describe the curricular modifications, instructional strategies, and equipment adaptations (including work site/work station adaptations), as well as supportive services needed to enable the student with special needs to participate in and succeed in vocational education.

- The vocational goals for the student with special needs should be expressed in the California Basic Education Data System (CBEDS) code number which is on the Vocational Education Projected Program Inventory (SDE Form VE-30) for the site. This allows the district to use the handicapped funds for students with special needs with a clearly documented means of identifying the students and programs that qualify.

WHAT IS THE PURPOSE OF THE IEP?

The IEP process represents a good faith agreement entered into by the members of the IEP team. The IEP team responsibilities include reviewing student assessment results, determining student eligibility, determining the content of the IEP, considering transportation policies and criteria in relation to the student's needs, and recommending program placement. The persons serving on the IEP team are also responsible for seeing that special education and related services are provided in accordance with the student's IEP---if not by them, then by the divisions of the school programs that they represent and/or coordinate.

IEPs are developed and implemented to:

- Give educators direction for planning students' educational programs.

- Assure evaluation of the instructional program.

- Guide educators in making instructional modifications to increase the student's success in the program.

- Create a forum in which the parents, educational professionals and the student, if possible, exchange information and plan goals that will be systematically pursued by all involved.

- Assure compliance with the Education for All Handicapped Children Act (PL 94-142 and the implementing regulations including 34 CFR 300.1 et seq.) and the parallel state law, Title 5, the California Administrative Code, Sections 3000-3081, Regulations for Special Education Programs which are administered under a local plan.

Specifically, vocational education goals are developed to:

- Follow through on the student's expressed career and vocational interests and aptitudes as identified during vocational assessment.

- Provide a focus for vocational instruction.

- Ensure that vocational education teachers interact with special education teachers and support personnel to mainstream students with handicapping conditions into vocational education classes, labs, and shops.

- Make it possible for the vocational education administrator to assure that the school district may apply for handicapped funds for students with special needs by providing clear documentation that each student who is "handicapped for the purposes of vocational education" is receiving instruction in a program of vocational education.

Section 56347 of the Education Code assures that a copy of the student's IEP must be given to the student's regular teacher or teachers, and other persons who provide special education and/or related services to the student with special needs. This means that the vocational educator should also be informed of and involved in implementing student's IEP objectives.

WHO PARTICIPATES IN DEVELOPING THE IEP

The Education of All Handicapped Children Act of 1975 (PL 94-142) requires the following personnel to be involved in the development of an IEP:

- The administrator or administrative designee. This should be a person representing the LEA (school or county district), other than the student's teacher, who is knowledgeable of program options for the student, and who is qualified to provide or supervise the provision of special education. Typically, a principal, assistant principal, school psychologist, program specialist, or other administrative designee will serve in this capacity. This person does not have to be a special educator.

- The student's teacher(s). This includes not only the special education teacher or resource specialist, but also the vocational education teacher, including industrial technology and/or home economics teacher at the junior high level. Regular academic teachers---English, history, sciences---may also be included.

- One or both of the student's parents. Or a representative selected by the parents, or both the parent(s) and a representative.

- The student, where appropriate. The student is encouraged to participate in the development of his/her own IEP, especially at the point where a vocational education program is being chosen. Only the students can tell us if "going to college" or "selling clothing in a store" or "repairing automobiles" or "learning to use all the computer-related equipment they use in offices" is the students' own goal and/or their parents' goal.

- Other individuals at the discretion of the parent or the school agency. These individuals might include the career counselor, a rehabilitation counselor, school nurse, physical therapist, evaluation personnel, or an appropriate program specialist. This program specialist may be in the area of career-vocational preparation for individuals with handicaps, or in various program categories (Resource Specialist Program, Learning Handicapped, Physically Handicapped, Communicatively Handicapped, and Severely Handicapped).

The California Education Code stipulates the inclusion of other members for the IEP team. Whenever an IEP is being developed, reviewed, or revised, someone must be present at the meeting who has conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used. This person must be qualified to interpret the assessment results. This requirement extends to any vocational and/or career assessment conducted on the student. Qualified personnel shall be present who have observed the behavior (educational performance) of the student with suspected learning disabilities or behavior disorders, other than the student's regular teacher. This person might be the student's counselor, the school psychologist, the special education resource specialist, or a vocational evaluator. This stipulation might be very useful for the vocational education instructor and the vocational education administrator to insist upon, especially if the student's suspected problem seems to manifest itself in the vocational education program setting.

WHAT IS THE ROLE OF THE VOCATIONAL EDUCATION ADMINISTRATOR AND VOCATIONAL EDUCATION INSTRUCTOR IN THE IEP PROCESS?

- To describe the curriculum and goals of the vocational education program as a whole, or specific courses of study in which the IEP team may be hoping to place a student.

- To give realistic feedback to the other IEP team members regarding the likelihood of success for the student, both in the vocational program he/she is interested in, and in related areas of employment.

- To describe the total range of options within vocational education in the district, if the original choice of the student seems unrealistic.

- To meet the parents, special education personnel who serve the student, and the student's regular class teacher(s)---all of whom can give a better "feel" for the strengths and weaknesses of a student with a handicapping condition than the case study and the assessment report.

- To meet the student, if present.

- To make sure that the student's unique needs, as stated in his/her IEP's annual goals and short-term instructional objectives, will be met in a realistic manner within the vocational education program.

- To help determine what instructional, curricular and equipment/ facilities modifications and support services may be needed for the student to be successful in the selected vocational education program.

HOW ARE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES DEVELOPED IN VOCATIONAL EDUCATION?

The vocational education administrator and vocational education instructors are key figures in developing vocational education goals and objectives. The administrator is familiar with all the program options, course offerings and vocational outcomes necessary for developing realistic goals. The vocational education instructor contributes his/her unique familiarity with course content, curriculum and instructional procedures to the development of objectives.

Writing the goals and objectives

Goals are statements of general intent. Objectives provide a systematic sequence of skills needed to achieve a goal. Objectives should be written to specify criteria; they should:

- Be derived directly from assessment information.

- Specifically outline those who will provide services and class placements (not just an Auto Shop I, but Mr. Tim Wilkins' Auto Fundamentals at 9:00 a.m. second period), including any supplementary instruction necessary which pertains to a specific disability.

- Describe the skill(s) to be learned or task(s) to be accomplished (e.g., plan and prepare a nutritious meal demonstrating knowledge of the basic food groups).

- Detail the expected results of the student's actions (e.g., the engine will run; the meal will be colorful and edible; the table will be level).

- Describe the specific conditions under which the task(s) will be accomplished or the skill(s) learned [e.g., time limit, degree of accuracy, date due for mastery of skill(s) or handling in the project(s)].

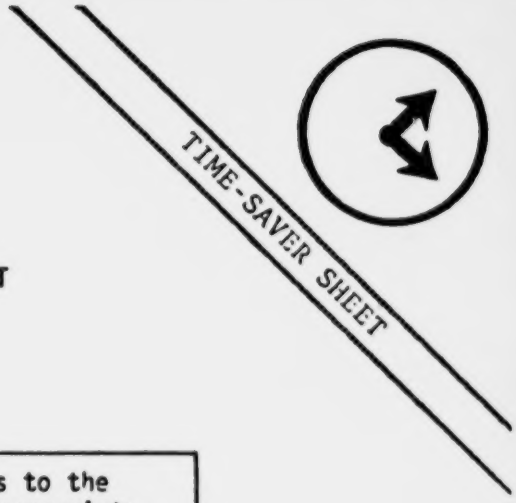
WHAT IS AN INDIVIDUALIZED TRANSITION PLAN (ITP)?

The process of transition from school to work and successful adult life has become a major focus of the U.S. Office of Special Education and Rehabilitative Services and the Specialized Programs Branch of the California Department of Education. In California, transition has been defined as a purposeful, organized and outcome oriented process designed to help every "at risk" student move from school to employment and a quality adult life. The expected student outcomes of a successful transition include meaningful employment and participation in the community. Transition involves the preparation and implementation of an Individualized Transition Plan (ITP).

The preparation of an ITP requires the involvement of adult services personnel and other service providers from outside of the school as well as school personnel, the student and family members. Legislation is pending which would require the preparation of an Individual Transition Plan (ITP) for all students with disabilities no later than age 14 or the ninth grade. Information on the status of the proposed legislation or more general information on transition efforts may be obtained from the Transition Field Service, California State Department of Education, 900 "J" Street, Sacramento, California 95814.

This module has reviewed essential information pertinent to the IEP process for students with handicapping conditions: description of the IEP, how the IEP is related to vocational education, the purpose of the IEP, the IEP team, the role of the vocational administrator and the vocational instructor in the IEP process and the development of goals and objectives and an ITP.

Classroom or program placement goes hand in hand with the IEP process. Placement is the topic of the next module.



MODULE XI

CLASSROOM/PROGRAM PLACEMENT

DEFINITION:

> Classroom/program placement refers to the process of determining the most appropriate vocational education program for the student with special needs and placing the student in the program.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What are the goals of vocational education program placement for students with special needs?
- What are vocational education program placement options?
- What are alternatives to vocational-level study?
- What is the role of the vocational education administrator in program placement?
- What are vocational education program provisions for students with special needs?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For participating at an IEP meeting or an informal placement meeting.
- For background information when interacting with vocational educators and specialty educators about placement issues.
- For monitoring placement activities.
- For providing information to parents and community members on program placement options.

MODULE XI

CLASSROOM/PROGRAM PLACEMENT

After the student with special needs has been through the identification, referral and assessment process, program placement alternatives are considered next. For students with handicapping conditions, program placement is determined through the individualized education program (IEP). This process was presented in the preceding module, Development of the IEP. For students who have academic or economic disadvantages or who are limited-English-proficient, there is no formal equivalent to the IEP process. However, it is recommended that the career/guidance counselor, the student's English or English-as-a-second-language (ESL) teacher, vocational education teacher and vocational education administrator meet to discuss the student's assessed skills, aptitudes, vocational interests, and work traits and collectively determine the most appropriate program placement.

This module provides an overview of the classroom/program placement process. It outlines: the goal of vocational education program placement for students with special needs, vocational education program placement options, alternatives to vocational-level study, the role of the administrator in program placement and vocational education program provisions for students with special needs.

WHAT ARE THE GOALS OF VOCATIONAL EDUCATION PROGRAM PLACEMENT FOR STUDENTS WITH SPECIAL NEEDS?

Just as for all other vocational education students, the goals of career-vocational preparation services for students with special needs are to introduce students to various careers, to transmit specific occupational skills and concepts required for employment, and to reinforce students' acquisition of core academic skills by applying academic skills to hands-on tasks. The primary goal of the more intensive ROC/P program, which sometimes requires students to leave their high schools and travel to another site, is to provide students with initial job skills.

While it is the preference of vocational educators to place students in paying jobs with attractive career ladders, it is important for the vocational education administrator to realize that the typical pattern and timeline of vocational preparation may not be the same for students with special needs as it is for all other vocational education students. Many students with special needs will develop academic skills, motor skills, and personal/social skills somewhat later than their age peers. They may also develop career and vocational skills later. The same career development sequence applies to students with handicaps, disadvantages, and limited-English-proficiency as to "regular" enrollees, but the rate of development for students with special needs may be different. The administrator should make sure that the vocational education program is sufficiently flexible to allow students to enter at different stages of career development regardless of their chronological age. With this flexibility, the vocational education administrator will help assure

that vocational education teachers are not asked to teach students who are not prepared for their courses and that students with special needs have successful vocational education experiences appropriate to their individual needs.

WHAT ARE THE VOCATIONAL EDUCATION PROGRAM PLACEMENT OPTIONS?

It is essential to consider the full range of placement options available to students, whether these options are provided directly by the school district, by a regional occupation center/program (ROC/P), the County Office of Education, or by a private occupational training service. Not every student can succeed in every program. It is essential that the vocational education student with special needs have some aptitude and considerable interest in a particular vocational education program prior to enrollment. Motivation is a major factor for success in vocational education and on the job. Skills can be acquired in vocational education labs, shops, and on-the-job training sites, but interest and aptitude should be indicated by vocational assessment results prior to placing a student in a program.

All five major programs of vocational education described in the California Five Year State Plan for Vocational Education should be examined in conjunction with the aptitudes and interests of the vocational education student with special needs. These subject areas are as follows:

- Agricultural Education
- Health Occupations Education
- Home Economics Education (including both Consumer and Homemaking Education and Home Economics related Occupations)
- Industrial Technology Education
- Business Education

WHAT ARE ALTERNATIVES TO VOCATIONAL-LEVEL STUDY?

Many vocational education administrators and instructors express concern that some students with special needs may not be able to become employable in the same length of time a regular student is expected to complete the requirements of a vocational program. This is a realistic concern, one which the vocational education administrator may find is shared by parents, the student, and the special education teacher or resource specialist. Nothing is to be gained by placing a student with special needs in a program where he or she is doomed to failure---especially when the source of the problem is evident from the vocational or academic assessment results, from teacher observation, or from discussion at the placement meeting (either the formal IEP meeting or an informal meeting for students with disadvantages). If a student is not ready to succeed in the vocational education program, alternative career-vocational preparation activities should be considered. Some alternatives to vocational-level study are:

- Career Awareness. If the student demonstrates little vocational motivation, it is likely that he or she has simply not been exposed to a variety of careers, to role models, or to vocational information.

This student needs to start, regardless of age, at the career awareness level. Exposure to the wide variety of career choices within different occupational areas can be facilitated by a career guidance counselor, career center staff member, special education teacher or resource specialist. Ideally, the career awareness phase will have been initiated by the student's regular and special education teachers at the elementary and junior high school levels. PL 98-524 requires that all handicapped and disadvantaged students shall receive guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services (Section 204; U.S.C. 2453).

Career awareness includes the development of good basic work habits along with an understanding of how these habits relate to the world of work. Entry level work habits---punctuality, thoroughness, responsibility for assigned tasks, following directions---are needed for success in the vocational education program as well as on the job. These skills should be screened as a part of vocational assessments and considered when placement decisions are made.

If the student is placed in a vocational education program and the instructor finds that the student needs reinforcement of work habits or in core academic skill areas, the special education teacher, remedial academic skills teacher, or ESL teacher should be called in to assist. This assistance can take place in the vocational education lab or shop, or in the support services setting (refer to Module XII, Instructional Accommodations, for further information). This is not meant to imply that vocational educators should refrain from teaching core academic skills. Many students best learn core academic skills in the context of practical, hands-on experiences. Vocational educators are responsible to work independently and with educational specialists to teach and reinforce students' acquisition of core academic skills.

- Career Exploration. Once the vocational education student with special needs has acquired enough vocational awareness to participate in a program of vocational orientation/exploration, there are several options available. Career exploration for students with special needs can be utilized as part of the vocational/career assessment process. Ideally, the exploration phase is used as an ongoing "test-teach-test" technique by the vocational education instructor to help the student learn more about his/her skills, aptitudes and interests. In addition to supplementing vocational assessment, the career exploration phase is a period for learning skills that will enhance the quality of the student's daily life.

- Prevocational Courses. Courses of study generally considered prevocational by vocational education administrators and instructors are an invaluable introduction to a host of vocational education areas. Such courses of study include the following:

  - Consumer and Homemaking Education, which emphasizes the knowledge, understanding, attitudes and skills relevant to personal, home, and family life.

- Industrial Arts Education, which includes the study of technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology.

- Work Experience Education (WEE), which may be in any occupational subject area and may be one of three types:

  1) Exploratory work experience education (secondary only) is a combination of related instruction and structured occupational experiences designed to assist students in their career guidance and development processes.

  2) General work experience education is a combination of related work experience instruction and paid or unpaid employment designed to assist students in acquiring desirable work habits and attitudes. The employment need not be related to a student's career goal.

  3) Vocational work experience is a combination of concurrent vocational classroom instruction and paid or unpaid employment experiences directly related to the student's occupational goal. Vocational work experience is considered to be beyond the prevocational stage.

WHAT IS THE ROLE OF THE VOCATIONAL EDUCATION ADMINISTRATOR IN PROGRAM PLACEMENT?

The vocational education administrator or his/her designee should be involved in program placement decisions either at the IEP meeting for students with disabilities, or at an informal placement meeting in the case of students with disadvantages. The vocational education administrator will often find that parents, special educators, regular educators, or English-as-a-second-language (ESL) teachers equate work experience education (WEE) with vocational education. It is also often the case that people think industrial technology education is the sum total of vocational education programs available to students. The vocational education administrator may need to assist in providing information/inservice on the variety of programs available in the school district and through cooperating agencies, such as regional occupational centers/programs (ROC/Ps), serving the school district. The vocational education administrator may need to make it clear that the term prevocational implies building a basis for later skill development in vocational education subject areas. Prevocational courses of study do not by themselves prepare a student for employment, and must be considered a step in the career development process.

The vocational education administrator may also need to address the concern of parents and specialty educators that some students with special needs may reach the normal or typical age for finishing high school without having learned a trade or being immediately employable. When this occurs, the vocational education administrator should arrange site visits for the concerned persons to a variety of postsecondary school vocational education programs. Visits could be arranged to vocational training programs at the local regional occupational center/program (ROC/P), and the local community college where provisions are made for students with special needs. The administrator should

point out that while the student with special needs may be involved in alternatives to vocational-level study while in secondary school (if this is the case), specific vocational skills training can be acquired later at the ROC/P or community college.

WHAT ARE VOCATIONAL EDUCATION PROGRAM PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS?

- Provisions for Students with Handicaps. There are two types of vocational education programs for students with handicaps described in PL 98-524, the Education Amendments of 1984 (Title II, the Carl D. Perkins Vocational Education Act): regular vocational education programs and specially designed vocational education programs. Preference is given to educating vocational education students with handicaps in the most normal environment feasible, i.e., the most normal environment in which they can succeed. Special educators refer to the "most normal environment" as the "least restrictive environment." The "least restrictive environment" is defined as "individuals with exceptional needs are offered special assistance programs which provide maximum interaction with the general school population in a manner which is appropriate to the needs of both" (Education Code 56001 [g]). In general, the least restrictive environment is considered to be the regular vocational education classroom, lab or shop where students with handicaps are educated with students who are not handicapped.

  Supplemental or additional staff, equipment, materials and services, including those developmental, corrective and other supportive services required to assist the student in benefiting from the vocational education program, can be funded through the ten percent vocational education handicapped setasides, special education discretionary funds or other sources (see Module IV, Funding and Fiscal Management). In addition, the use of instructional aides shared between vocational education and special education may facilitate enrolling handicapped students in regular programs.

  Specially designed vocational education programs, including but not limited to work experience education (WEE) programs, may be developed to serve students with disabilities if such programs are necessary to enable these students to benefit fully from vocational education. Such specially designed classes parallel what special education would call a "special day class" or self-contained class program. A specially designed vocational education class may be set up in any vocational education subject area---basic automotive skills, ornamental horticulture, clothing construction, motel maintenance, etc. Specially designed vocational education classes tend to be for more severely handicapped students.

  If separate, specialized classes for students with handicapping conditions are offered, federal setaside funds may pay for only supplemental services to the class which exceed the per pupil expenditures for comparable regular vocational education programs and activities [CFR 401.52 (b)].

- Provisions for Students with Disadvantages. Under the Carl D. Perkins Vocational Education Act, there are setaside funds (22%) and guidelines for students with academic or economic disadvantages. Three types of vocational education programs are implemented for students with disadvantages:

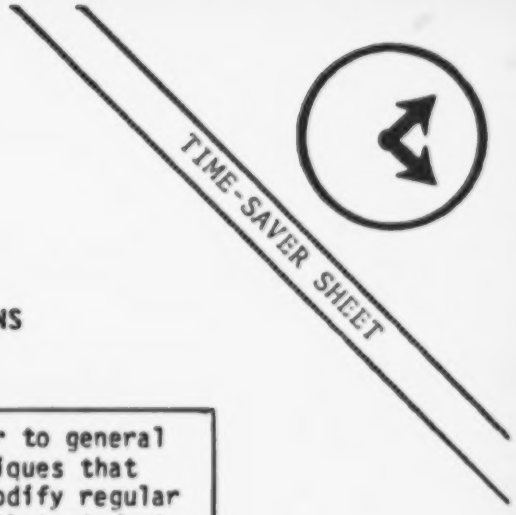
  - Mainstream Program, a vocational education program where disadvantaged students receive instruction in regular vocational education classes and also are aided by appropriate supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for disadvantaged individuals to participate in vocational education. Federal setaside funds can only be used for excess costs (i.e., costs which exceed the average per pupil expenditure for comparable programs) and must be matched with nonfederal funds.

  - Co-op Program, a vocational education program where disadvantaged students receive on-the-job instruction along with in-school instruction. On-the-job work experience is supervised by school personnel and generally exceeds four (4) hours per day (this is equivalent to vocational work experience).

  - Self-Contained Program, a vocational education program where disadvantaged students receive instruction primarily in school and primarily in special classes. Federal setaside expenditures are limited in the same manner as for separate, specialized programs for students with handicapping conditions.

This module has reviewed the essential components of classroom/program placement: the goal of vocational education program placement for students with special needs, program placement options, alternatives to vocational-level study, the role of the administrator in the placement process, and vocational education program provisions for disadvantaged students and students with handicapping conditions.

The following module will address instructional accommodations in the regular vocational education program which are important for ensuring the successful participation of students with special needs.



MODULE XII

INSTRUCTIONAL ACCOMMODATIONS

DEFINITION:

> Instructional accommodations refer to general and specific strategies and techniques that vocational educators can use to modify regular vocational education programs so that students with special needs can experience success.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

with special needs in vocational education classrooms?

- How are core academic skills developed in vocational education classrooms?
- What are some examples of specific instructional accommodations, support services, equipment modifications, and facility changes which can be implemented to facilitate the success of students with special needs?
- What no-cost/low-cost resources exist to help in implementing instructional accommodations for students with special needs?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For overseeing instructional procedures and insuring that all efforts are made to provide students with special needs with appropriate instructional accommodations.
- For designing inservice training for vocational educators who may not be aware of possible instructional accommodations.
- For background information in preparation for interacting with specialty educators and vocational educators.
- For identifying and securing inexpensive resources that help instructors in implementing instructional accommodations for students with special needs.

MODULE XII

INSTRUCTIONAL ACCOMMODATIONS

Simply placing a student with special needs in a regular vocational education classroom and providing placement services after a predetermined length of instruction will not ensure successful job placement or adjustment to employment. A conscious effort is needed on the part of vocational education teachers to modify, to the extent necessary, instructional procedures in ways that will accommodate the special needs of students while providing necessary vocational education instruction. PL 98-524 provides that each disadvantaged student or student with a handicapping condition who enrolls in a vocational education program shall receive special services including adaptation of curriculum, instruction equipment, and facilities, designed to meet their needs (Section 204; 20 U.S.C. 2453).

While the responsibility for accommodating instruction to ensure the success of students with special needs rests mainly with the vocational education teacher, the vocational education administrator has ultimate responsibility for ensuring that appropriate instruction is delivered. To carry out this responsibility, the vocational education administrator must be familiar with the curriculum modifications, support services, equipment modifications, and facility changes which have proven useful in providing vocational education services to students with special needs. Familiarity with such instructional accommodations will allow the administrator to:

- Empathize with vocational educators regarding problems they may encounter in providing vocational education instruction to both regular students and students with special needs.
- Reinforce the efforts of vocational educators to accommodate students with special needs.
- Interact on a more professional level with both specialty educators and vocational educators.
- Communicate about the program to parents, other professionals and the general public.
- Initiate and monitor instructional accommodations to ensure that students with special needs are provided appropriate vocational education programs and services.

This module will equip the vocational education administrator with information necessary to effectively oversee vocational education instructional programs which serve special needs students. It will provide the vocational education administrator with:

- A familiarity with general and specific instructional strategies for teaching students with special needs.
- Knowledge of basic skills development for students with special needs in vocational education.

- An awareness of the types of techniques used to adapt classroom procedures to meet the various special needs of students.
- Information on how to obtain inexpensive resources which instructors can use to assist students.

WHAT INSTRUCTIONAL STRATEGIES SHOULD BE UTILIZED IN TEACHING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION CLASSROOMS?

Students with special needs must learn the same vocational curriculum as other students in the vocational classroom. Their special needs may impede them acquiring the necessary vocational skills unless the vocational education instructor adapts instructional procedures to accommodate their individual needs. There are some general strategies vocational educators may use when teaching students with special needs. These general strategies are as follows:

- Hands-on practice.
- One-to-one instruction with immediate feedback.
- Individualized assignments.
- Analyze and break down skills to be learned into smaller steps so that they can be more easily learned and accomplished.
- Small group instruction.
- Programmed instruction.
- Demonstrations and field trips.
- Activities which center on goals that students value.
- Peer tutors who have already mastered desired skills.
- Volunteers, retired persons, and classroom aides.
- Support services such as career counselors and interpreters.

In addition to these general instructional strategies, there are three specific instructional strategies that cut across all vocational education curriculum areas: matching learning modalities with instructional methods, utilizing functional levels for approaching instruction, and managing inappropriate behavior.

- Matching Learning Modalities with Instructional Methods. In recent years, educators have come to recognize that each person has his or her own unique mode of learning. Resources and techniques are now available to meet individual needs to a degree unimaginable a few years ago. Although some students find it easy to learn through traditional teaching methods, others require strategies which are more closely suited to their unique learning styles.

Learning styles or modalities encompass:

- The manner in which the student receives, expresses, and processes information.
- The student's strengths and weaknesses in receiving instructional material via the visual, auditory, kinesthetic, and intersensory modalities.
- The student's methods for problem-solving and attacking new learning situations.

To be optimally effective, instructional strategies must be attentive to each individual student's particular learning modalities. The instructor first identifies the student's strengths and weaknesses and then matches instructional methods to the strengths of the student. Both the amount of time needed for vocational instruction and the level of mastery (quality of performance) attained are dependent upon the degree of match between student learning modalities and instructional methods.

The following diagram displays good matches between learning modalities and instructional methods:

Strong visual/ Weak auditory	_____	Use of printed materials, worksheet samples, diagrams, educational T.V., books, slides, sign language
Strong auditory/ Weak visual	_____	Tapes, verbal presentations, records, music
Strong kinesthetic	_____	Hands-on practice, work samples, participatory activities
Intersensory	_____	Field trips, tours, traditional classroom activities

- Matching Instruction to the Students' Functional Level. This instructional strategy addresses the functional or ability level of students. Students can be recognized as functioning in one of three levels: the independent level, the instructional level, the frustration level. Just as the learning modalities strategy involves matching student characteristics with instructional methods, this strategy involves matching a student's functional level with the degree of novelty or complexity of material. The instructor first assesses the functional level of the student, then utilizes it to facilitate learning.

- The independent level. At this level, the student is functioning very highly. Every student can function at the independent level with some level of curriculum. The instructor should engineer experiences so that the student functions at the independent level at the beginning of the course sequence. In this way, the student can experience success and positive outcomes. The independent level is used as a point of reference. Successively, more novel and complex tasks are then introduced to the student.

- The instructional level. At this level, the student requires direct attention from the instructor, aide, or another student. Students with special needs are often functioning on this level; they can handle the material, but more supportive instructional techniques are required. It is important to recognize this level and respond with additional instructor input so that students can continue to learn and progress.

- The frustration level. At this level, the student can neither work independently nor under instructor supervision. The error rate of the student at this point is over 50%. When an instructor observes that a student is functioning at this level, corrective action is in order. The student may need one or more of the following:

  1) Additional vocational assessment.

  2) Additional time spent in career awareness or prevocational career exploration activities.

  3) Alternative materials, such as a text written at a lower grade level, computer assisted instruction, audio or visual aids.

  4) Support services from the special education day class teacher, the special education resource specialist or specialty personnel assigned to assist in vocational education mainstreaming.

  5) Support services in reading, math, and acceptable work habits from a basic academic skills instructor.

  6) Possible consideration for placement in a "specially designed education program" for students with special needs.

  These six alternatives have been listed in their order of recommended use. The first five may be implemented without removing the student from the regular vocational education program. The support services of special education or basic academic skills personnel are intended to supplement, but not take the place of the regular vocational education program. The sixth alternative is intended only for those students who do not succeed in the regular vocational education program after the other five alternatives have been tried.

- Managing Behavior. Often, students with special needs have developed behaviors, unrelated to their specific special need, which are inappropriate and interfere with acheiving success in the regular classroom. Unfortunately, sometimes these behaviors can be appropriate reasons for not placing students with special needs into regular vocational education programs. For example, shop teachers will not tolerate acting out for safety reasons.

  Inappropriate behaviors can be modified or decreased and appropriate behavior shaped or increased via behavior management strategies. Behavior management involves:

  - Determining what the student's typical behavior patterns are by keeping a record of observations.

  - Selecting behavioral objectives that are reasonable for the student to accomplish in a set timeframe. This requires identifying the inappropriate behavior that is to be reduced, the appropriate behaviors that are already a part of the student's behavioral patterns that are to be increased, and ways to determine if the behavior change objectives have been accomplished.

  - Rewarding the behavior(s) to be enhanced and punishing the behavior(s) to be eliminated. Point systems in which the student earns points for earning good grades or demonstrating competencies are good reinforcers. Contracts for performance (daily, weekly or bi-monthly) are very successful with students who have special needs.

  - Informing the student about the possible consequences of all types of behavior.

  - Continuously reinforcing the desired behavior until it becomes clear that the student has permanently altered previous responses, then reinforcing it intermittently to maintain the new behavior.

This section has reviewed general instructional strategies and specific instructional strategies that can be used in any vocational classroom with all types of students with special needs: utilizing learning modalities, functional levels, and behavior management techniques.

The next section addresses the importance of teaching students with special needs core academic skills in conjunction with vocational education curriculum.

HOW ARE CORE ACADEMIC SKILLS DEVELOPED IN THE VOCATIONAL EDUCATION CLASSROOMS ?

Students with special needs often have difficulty adapting to regular vocational education programs because they do not possess the basic academic skills necessary to succeed. Basic academic skills serve as a foundation for vocational education instruction and are crucial to successful job placement.

Fortunately, students are more easily motivated to learn basic academic skills if they are directly related to their own vocational interests. The vocational educator has a unique opportunity to convey and reinforce relevant academic skills in a high interest, pragmatic context. Basic skills that can be developed in the vocational education classroom are: communication skills, reading skills and math skills.

- Communication Skills Development. Skill development involves improving the student's receptive and expressive language. The vocational education instructor can facilitate vocabulary and conceptual development by stating the purpose of each vocational instructional activity, guiding the student through it, and assisting the student in task related vocabulary development. Vocabulary development is particularly important for students with limited-English-proficiency, with language related disabilities such as learning disabilities and aphasia (severe oral language handicap), and with students who have hearing impairments and thus need to learn technical, occupational terms in sign language.

  For students with limited-English-proficiency (i.e., their primary language is Spanish, Farsi, Tagalog, etc.), many vocational educators strongly advocate using the technique called vocational-English-as-a-second-language (VESL). This does not mean the instructor needs to become an English teacher or even an English-as-a-second-language (ESL) teacher. It does mean that the vocational educator must become familiar with the critical vocational terms of the relevant occupation in the student's primary language.

  Vocational-English-as-a-second-language consists of identifying the tools and machinery, processes and resources of a given vocational program in English and in the language of the student. For instance, the vocational education administrator might take responsibility for locating a community member who speaks the student's primary language, or of contacting bilingual educators, ESL teachers and curriculum advisors at the school site, district or county office to provide support services to vocational education teachers.

- Reading Skills Development. There are a variety of ways vocational education instructors can improve reading skills in the context of vocational education classrooms. For example, instructors could:

  - Coordinate vocational content specific materials with reading instruction.

- Help bridge the gap between students' reading abilities and the level required to read printed instructional materials.

- Assist limited-English-proficient students in reading assignments.

- Analyze the readability of print materials in course offerings.

It is strongly suggested that vocational education teachers work closely with special education teachers, resource specialists, and basic reading skills teachers for students with special needs when developing reading skills. In California, limited-English-proficient (LEP) students may be considered "academically" disadvantaged in a lab or shop because the language of the vocational education program and the employment sector is English.

There are several systems for analyzing the readability of print materials. Vocational education instructors should become involved in the analysis of the materials they select or their department selects for vocational education programs. Many readability analysis systems utilize the concepts of functional levels described before: independent, instructional, and frustration reading levels.

- Math Skills Development. Mathematics includes the concepts and operations involved in counting, measurement, arithmetic, calculations, problem-solving, geometry and algebra.

  Math is a basic skill area of significant importance for many vocations. Many students with special needs enter vocational education programs with deficient mathematical reasoning, logic, and basic computation skills.

  Vocational education instructors must work closely with regular education teachers and learning specialists to ensure student mastery of required skills. Vocational education instructors should provide remedial or review sessions in which basic skills are presented with a vocational emphasis. This infusion of academic curriculum into the vocational education curriculum often proves to be a motivational factor which facilitates students' learning.

Communication skills, reading skills, and math skills are integral to vocational education. The use of specific instructional strategies such as organizing instruction in relationship to students' preferred learning modalities and matching instruction to students' functional level are important considerations for efficient instruction. The amount of time spent by students with special needs in vocational education courses and their level of mastery will be largely dependent upon the extent to which they have acquired and mastered basic skills. The Career-Vocational Preparation Division of the California State Department of Education has worked with vocational educators across the state to develop career-vocational preparation model curriculum standards and frameworks which cross reference the subject specific areas of vocational education with the state's grades nine through twelve model curriculum standards in the areas of

English/Language Arts, Foreign Language, History/Social Science, Mathematics, Science, and Visual and Performing Arts. Copies of these standards and frameworks may be obtained from the Division or its regional offices.

WHAT ARE SOME EXAMPLES OF SPECIFIC INSTRUCTIONAL ACCOMMODATIONS, SUPPORT SERVICES, EQUIPMENT MODIFICATIONS AND FACILITY CHANGES WHICH CAN BE IMPLEMENTED TO FACILITATE THE SUCCESS OF STUDENTS WITH SPECIAL NEEDS?

A variety of support services are available in most secondary schools which can be applied to help students with special needs. Some of the more important of these services include:

- Prevocational and/or vocational assessment.
- Career and occupational readiness courses.
- Work adjustment programs.
- Career counseling.
- Personal/social counseling.
- Paraprofessionals as tutors.
- Paraprofessionals who help prepare instructional materials, equipment and audio-visual materials; observe and record student performance.
- Peer tutors.
- The services of outside agencies, including community based organization and churches.
- Vocational rehabilitation services including rehabilitation engineering assessment, the services of specialized centers, and facility access reviews.

The following examples present a sample of specific interventions which can be implemented to facilitate the success of various categories of special needs students in vocational education classrooms.

Special Need	Instructional Adaptation
• Academic disadvantage	• Where possible, break down material into sections or instructional packets to simplify the vocabulary. • Present written material at the student's reading level. • Limit the amount of written materials or put written material on tape.

	• Substitute diagrams and pictures, films, filmstrips and video demonstrations where possible for written material (e.g., in auto mechanics). • Label tools and things around the room. • Increase individual assistance. • Use multisensory instructional approaches that incorporate both structure, flexibility, and variety. • Use short term goals. • Give frequent reviews. • Allow student selection of learning mode whenever possible. • Give immediate affirmation and feedback on student effort whenever possible. • Structure self competition into assignments. • Use competency-based instruction. • Give "no fail" assignments to increase a sense of success. • Give credit/no credit options. • Give low pressure evaluations.
• Cognitive Impairment	• Modify textbooks being used. • Use task analysis---break down each process of a task into its component parts, define the requirements for mastery of each task, and evaluate mastery before moving on to the next stage. • Allow as much time as needed to finish the task. If the time spent seems unduly long, break the task down into smaller components. • Emphasize the use of programmed material, tape recorded and/or videotaped demonstrations, etc. to allow the repetition needed by the student.

	• Allow for testing alternatives, e.g., a "writer" to mark answers which the student names on answer sheets; oral testing; taped rather than written "essay" answers.
• Auditory Impairment	• Try to limit the amount of extraneous noise which can affect the learning situation. • Make good use of hearing abilities by allowing the student to choose a preferred seat or by placing student in close proximity to the sound/speaker. • Since the student may lip read, be sure to face the student when speaking, and wait for the student's attention before speaking. • Provide the student with tapes and headphones to block out extraneous noise. • Use visually oriented materials. • Use proper amplification when speaking, for instance, a lapel microphone. • Use interpreters or notetakers (introduce these and any other support personnel to the entire class to increase understanding and reduce distraction). • Give individual demonstrations preceding instructions (or assign an aide or peer tutor to give one) whenever possible. • Aid the student to obtain help in learning methods of total communication, including speech, listening, sign language, fingerspelling, and speech or lip reading. • If oral presentations are required from the class, ask the student if he/she wishes an interpreter to help in voicing the presentation. • If the student speaks and you do not understand what was said, ask him/her to repeat. If necessary ask for help from an interpreter. • When possible, use captioned versions of films and slides.

	• Install warning lights on machines for visual interpretation.
• Visual Impairment	• Use magnifiers, talking books, records, etc., which are available to the legally blind. • Pair the visually impaired student with another student who can assist by tape recording textbook information which cannot be obtained in braille or large type. • Use an overhead projector, since the image projected is often larger than that which would be visible on a blackboard. • Provide a tactile map of the classroom and/or lab layout or materials being discussed to allow for a "mental blueprint." • When making assignments that require visual observation, devise alternative assignments of nonvisual observations when possible. • Ask for a volunteer student notetaker from the class to share his/her notes. • Repeat all blackboard work orally. • Allow taped homework assignments from the student or typed assignments transcribed from student's tape (allow extra time for this to be done.) • When testing, allow extra time if needed (a rule of thumb is time-and-a-half), or allow an oral exam or a reader/transcriber at an alternative time or place. • When presenting detailed lectures, provide written materials in braille, enlarged print or thermoformed print; and/or tape record the lecture for later review by the student. • Place slightly raised floor lines around dangerous equipment. • Install warning plates on machines for tactual interpretation and warning sounds.
• Orthopedic Impairment	• Provide for easy access to laboratories.

	• Provide access for wheelchairs, canes and other devices. • Provide alternative testing techniques if needed. • Investigate reasonable accommodations appropriate to the specific occupation, and instruct student in their use for training and employment. • Install safety devices on machines such as guard rails, cover plates, warning plates for tactual interpretation. • Install adaptive operating devices such as hand controls, foot controls, hand/foot controls, head controls or mouth controls. • Adapt existing equipment such as adaptive handles, guard plates to direct finger/hand accuracy, left handed scissors, pattern guides, cutting guides, magnifying guides.
• Economic disadvantage	• Arrange field trips to acquaint the student with the community. • Allow "hands-on" activities wherever possible. • Build motivational devices into classwork. • Relate content to reality. • Relate grooming to employability. • Increase opportunities for role playing. • Assist the student in obtaining paid part-time employment. • Assist the student in obtaining no-cost or low-cost necessities such as lunch and transportation. • Devise classroom experiences designed to explore and establish interpersonal relationships and to help develop basic social and communication skills.

• Limited-English-proficiency	• Emphasize visual presentation of material, demonstrations and hands-on practice. • Provide a good model for the student to listen to and to imitate. • Provide opportunities for success in non-language related activities to compensate for problems in language related situations. • Present material in bilingual format if possible. • Learn about the cultural roots of the student that influence class participation (e.g., humility and taboos against displaying one's abilities). • Relate course content to survival skills. • Provide bilingual aides or tutors to assist students.

The model curriculum standards and frameworks prepared by the Career-Vocational Preparation Division include suggestions for teaching methods and strategies that address the needs of handicapped and disadvantaged learners in some subject specific areas. These materials may be obtained from the Career-Vocational Preparation Division of the California State Department of Education.

WHAT NO-COST/LOW-COST RESOURCES EXIST TO HELP IN IMPLEMENTING INSTRUCTIONAL ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS?

The matrix on the following pages provides summary information on some significant no-cost low-cost resources which are available in California to assist vocational educators. One extremely useful resource book has been prepared to help vocational educators. It is entitled: Resources, Strategies and Directions to Better Serve Disadvantaged Students in Career-Vocational Preparation. This new book includes the following modules: Assessment of Interests, Abilities and Special Needs; Special Guidance, Counseling and Career Guidance; Adaptation of Curriculum, Instructional Material, Equipment and Facilities; Community Involvement; The Roles of Parents, Business and Industry; and Transition. It is available from the California Department of Education, Career-Vocational Preparation Division, 721 Capitol Mall, Sacramento, CA 95814.

The Vocational and Occupational Information Center for Educators (VOICE) is a general place to go for no-cost/low-cost resources. VOICE is a statewide resource center and clearinghouse for materials and information in vocational and occupational education. A very useful collection of no-cost/low-cost resources has been compiled. It is titled Specially Yours and contains

information on materials, services and equipment to assist administrators and instructors to better serve students with special needs in vocational education programs. It may be obtained on a loan basis from VOICE, 560 J Street, Suite 385, Sacramento, California, 95814, (916) 445-0401. Ask for Item Number 02303.

This module has reviewed general and specific instructional strategies, basic skills development and techniques used to adapt instructional programs to meet the special needs of students in vocational education classrooms. With this information, the vocational education administrator can more effectively oversee instructional adaptations. The following module reflects ways in which learning centers can supplement educational services and facilitate mastery of core academic content.

No-Cost and Low-Cost Resources for Vocational Education

SYSTEM	ELIGIBLE RECEIVE HELP	FOCUS CONTENT AREA	SERVICES	WAYS TO ACCESS SERVICES	MATERIALS	WAYS TO ACCESS MATERIALS
ATAC (Agriculture Teachers as Consultants)	High School Vocational Agriculture Instructors	Vocational Agriculture	Expert Consultants in Areas that Instructor Identifies	Contact Joe Sabol (805) 756-2161, Cal Poly (see "Working Together" Spring, 1985)	None	N/A
CITEC (Calif. Industrial Technical Education Consortium)	LEAs; Public Agencies Industries	Industrial Education	Needs Assessment; Teacher Inservice; Technical Assistance Program Development, Coordination, Promotion, and Evaluation	Contact Closest CITEC Regional Center (see "Working Together" Fall, 1984)	Basic Skills in Industrial Education Modules	Contact Closest CITEC Regional Center (see "Working Together" Fall, 1984)
Clearinghouse Depository for Handicapped Students	Any Handicapped Students	All Curricular Areas	Special Media Materials Inservice Training for Teachers and Transcribers on Materials for Students with Special Needs	Contact Clearinghouse Depository (916) 445-1290/5103	Recorded Materials; Materials in Braille and Large Type	Contact Clearinghouse Depository (916) 445-1290/5103
Home Economics Inservice	Secondary; ROP/C; Home Economics Teachers; Administrators; Counselors	Consumer and Homemaking Education (CHE); Home Economics Related Occupations (HERO)	Professional Development Workshops	Jan Waterman (CHE) (209) 294-4636, Fresno Maggie Judge (HERO) (619) 265-5242	Training Handouts	Attend Training Sessions
Mi Carrera	High Schools; ROP/Cs; Parents	Career/Vocational Counseling to Spanish Speaking Students	Consultant and Inservice on use of Career Guidance Materials	Denise Douglas Santa Clara City Office of Education (408) 947-6756	Volumes of Handouts on Sequentially Arranged Topics	Contact: C/VEG Publications (408) 947-6756
National Center for Research in Voc Ed U C Berkeley	Anybody	All Areas of Vocational Education	Field Training Activities; Workshops; Technical Assistance	Call (415) 642-6000	Materials in All Areas; Catalogues; Brochures	Call (415) 642-6000
NDN (National Diffusion Network)	Public and Nonpublic Schools; Colleges and Other Institutions	Adoption of Already Developed, Rigorously Evaluate, Exemplary Education Programs	Inservice Training; Follow-up Assistance; Awareness Conferences; Facilitators; Developers/ Demonstrators	Calif. Facilitator Center Jane Zinner (415) 692-2956 (NSA) (800) 672-3494 (NDN)	Curriculum Materials; Catalog of Programs with Descriptions, etc. ($5.50)	Calif. Facilitator Center Jane Zinner (415) 692-2956 (800) 672-3492
Cal State Chamber Commerce Project BET (Business & Education Together)	Anybody	How to Work with Local Chambers of Commerce	Assistance in Working with Local Chambers of Commerce	Contact Bobbie Cox ((916) 444-6670 ext 211 Contact Carol Abbot (916) 323-6262	Newsletter; Handbook-How to Work with Local Chambers of Commerce ($10.00)	Contact Bobbie Cox (916) 444-6670 ext 211 Contact Carol Abbot (916) 323-6262
Project IMPACT (Innovative Methods for Personalizing Academics, Curriculum, and Technology)	Public or Private School Personnel	Basic Skills; Critical Thinking	Training for Teachers & Administrators; Staff Development	Huntington Beach USD Contact Dr. Lee Winocur (714) 964-3339	Model Lessons in the Infusion of Thinking Skills into Regular Curriculum; Video Tape	Contact Dr. Lee Winocur (714) 964-3339 (Available Only Following Training)
Project HEART (Health Occupations After Realistic Training)	LEAs	Health Careers	Workshop for Health Career Educators and Counselors	Contact Beverly Campbell (916) 445-3611	Resource Manual to Guide Handicapped Students Who Are Interested in Seeking Vocations in Health Careers	Contact Beverly Campbell (916) 445-3611

SYSTEM	ELIGIBLE RECEIVE HELP	FOCUS CONTENT AREA	SERVICES	WAYS TO ACCESS SERVICES	MATERIALS	WAYS TO ACCESS MATERIALS
VOICE (Vocational & Occupational Information Center for Educators)	Public School Personnel JTPA; Service Delivery Areas; Legislature School Boards; Other Vocational Education Personnel	Vocational & Occupational Information on Materials Exemplary Programs; Resource People & Employment Training	Information Referral on Materials; Exemplary Programs and Resource People; Legislation; Technical Assistance; Training for JTPA Programs; Internships; On-Site Visitations; Program Adoption & Adaptation (SB65 High Risk Drop-Out Prevention and Recovery)	Contact VOICE (916) 445-0401, 445-0402 or 445-0403	Resource Materials Available in All Areas	Contact VOICE (916) 445-0401, 445-0402 or 445-0403
Windmills for Educators	All School Districts; ROP/Cs	Integration of Students with Special Needs into Regular Vocational Education Classes	Inservice Training Program to Sensitize Educators & Administrators to Opportunities for Integrating Students with Special Needs into Mainstream Vocational Education Activities	Contact VERS (707) 664-2416	Training Handbook "Windmills for Educators"	Contact VERS (707) 664-2416
RISE Resources in Special Education	Anybody	Special Education Staff Development	Technical Assistance Publications Newsletter Library/Media Center Consultant Bank Data Bases	Contact Pat Winget (916) 442-7391	Print and non-print library; Newletters; Publications	Contact RISE (916) 442-7391
TESA (Teacher Expectations & Student Achievement)	Teachers of All Subjects K-College	All Program Areas	Workshops Involving Specific Supportive and Motivating Techniques Leading to Accelerated Academic Growth for Disadvantaged Students	Contact Elsa Brizzi TESA Program Coordinator (213) 922-6167	Workshop Handouts	Attend Training Session
TIDE (Toward Individual Development through Equity)	High School Districts Network Through Community Colleges or Community-Based Organizations	Teenage Parents; Older Single Adults; Displaced Homemakers	Networking; Information Dissemination; Conferences & Regional Meetings (primarily for 300 TIDE districts; limited services to others who are interested)	Call (714) 667-3347	Resource Notebook; Lending Library	Call (714) 667-3347
Your Future Career: English and Vietnamese Career Planning Curriculum	High Schools, ROP/Cs, Parents	Career/Vocational Counseling to Vietnamese Students	Consultant and Inservice on use of Career Guidance Materials	Contact: Santa Clara County Office of Education (408) 947-6756	Volumes of Handouts of Sequentially Arranged Topics	Contact C/VEG (Career Voc Ed & Guidance) (408) 947-6756
VERS (Vocational Education	All School Districts; ROP/Cs; JTPA	Integration of Handicapped and Disadvantaged Students into Regular Vocational	Consultant to Lead School Self-Improvement Planning Sessions and Follow-up; Consultation to Help Implement School Self-Improvement	Contact VERS (707) 664-2416	VERS Slide Tape VERS Handbook for Administrators of Vocational Educations Programs	Contact VERS (707) 664-2416

MODULE XIII

LEARNING CENTERS

DEFINITION:

> Learning Centers are supplementary educational services consisting of media and adapted instructional materials for use by individual students, small groups of students, and entire classes. Learning Centers facilitate students' mastery of core academic content and provide both advanced educational opportunities and remedial learning experiences.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is a Learning Center?
- What are the general characteristics of good Learning Centers?
- What are the characteristics of Learning Centers which facilitate the success of special needs students?
- What role does the computer play in Learning Centers?
- What are good sources for finding instructional materials to include in Learning Centers?
- What sources exist for finding our more about ways Learning Centers can help students with special needs?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning, implementing and evaluating a Learning Center.
- For determining the role that computers can play in a Learning Center.
- For identifying instructional materials to include in Learning Centers.
- For identifying existing Learning Centers in California.

MODULE XIII

LEARNING CENTERS

Some youngsters do not have the baseline levels of language development necessary for subsequent academic learning; others are limited in their understanding because of intellectual deficits; still others have problems receiving and/or processing information through visual or auditory channels, or experience emotional stress which severely limits their academic functioning. For these students to succeed in school and eventually achieve success in an ever-changing, technologically sophisticated society, adaptations may be necessary in the format and presentation of their instructional experiences. Learning centers are one approach for strengthening important academic skills such as learning to effectively communicate and solve problems.

Secondary schools sometimes provide extracurricular materials and assistance which reinforce the basic core curriculum. This often takes place apart from classrooms in settings which are called "resource centers", "learning laboratories", "library media centers" or "learning centers". These centers contain various forms of printed and audio visual communication and accompanying technology. Students have easy access to instructional materials and equipment and typically engage in independent self-directed activities. Learning center staff are often called upon to identify and apply special materials and equipment in order to help handicapped and disadvantaged students improve their educational progress. This module is intended to be useful to educators who are involved in setting up and operating learning centers for disadvantaged students and students with handicapping conditions.

WHAT IS A LEARNING CENTER?

A learning center is an educational enrichment service consisting of media and adapted instructional material which is designed to be used by individual students, small groups of students, and entire classes. The overall purpose of a learning center is to augment classroom activities in ways that facilitate students' mastery of core academic content. For some students a learning center provides advanced educational opportunities that expand the content boundaries of the core curriculum. For others a learning center serves a remedial function.

WHAT ARE THE GENERAL CHARACTERISTICS OF GOOD LEARNING CENTERS?

Learning centers which function as integral components of overall educational programs have the following characteristics:

- Staff have positive attitudes toward students' potential and communicate their feelings to students. The attitude of learning center staff often may be more important than the quality or amount of specialized instructional materials in the center or the skill and training of center staff. In order for a learning center to be of value, staff must genuinely believe that all students can learn; complete high school graduation requirements; and become prepared for employment, college, a training school, or a vocation. Students who

- Diagnostic services that determine why students have not been successful in school should be available. Diagnostic measures should reflect: academic strengths; predominant learning modalities; personality typologies; memory, cognitive, semantic, and physical capabilities; and academic and vocational interests.

- Diagnostic information should be used to determine the modes of instruction best suited to students with special needs. Media which capitalizes on these various instructional modes should be used. For example:

  - Media used with students who have cognitive problems should be specific, clearly stated, and in proper sequence with no omissions; slow, clear narration using vocabulary within students' expected comprehension levels (i.e., minimal use of metaphorical or nonliteral language; a single, clear, overly stated theme; absence of any diversionary information, digressions, or distracting components), a slow, clear, and repetitive presentation which includes a summary of key content elements; and content, visual images, and language which are age appropriate.

  - Media used with students who have visual impairments should include magnified visual screens; tactile differentiation in surface qualities; images which are large, clear, uncluttered, have good color contrast, devoid of the superimposition of print over distracting illustrations; technology which scans standard print and translates images to tactile messages; talking books; and braille materials.

  - Media used with students who have hearing impairments should include high interest/low ability materials; captioned and non-narrated filmstrips, games and programmed learning sequences; and overhead projection on media screen to facilitate speech reading and signing.

  - Media used with students who have learning disabilities should include books or programmed materials which have a single unified theme without subplots, extraneous characters or other potentially distracting elements; texts and illustrations which are mutually supportive with the latter depicting all the major characters and the central concerns of the work; stories with straightforward chronological narratives that maintain a consistent point of view and provide obvious closure with pictures that are clear, well outlined, uncluttered with contrasting colors defining space; and pages with ample headings.

  - Media for students with emotional difficulties should avoid themes such as child abuse, desertion, substance abuse, gang violence, etc; and instead should illustrate models of acceptable coping behavior. The combination of audio and visual messages should not be excessively stimulating and materials should be selected which camouflage poor reading skills.

are currently reading far below their peers, for example, should be expected to learn to read and this expectation must be communicated to students.

- Print and audiovisual materials and their accompanying technology are organized and housed for easy accessibility and use.
- Materials are available which enrich and supplement the curriculum, encourage individual exploration and inquiry, and enable research and self-directed learning.
- Students are taught how to find information, and to use a variety of media.
- Teachers are informed about new materials and their suggestions are considered when purchasing new materials.
- Workshops are offered on the value and use of media and on ways to stimulate students' interest in learning.
- Materials and equipment from the center are made available to classrooms and individuals and groups are encouraged to use the center's facilities.
- The center serves as a central depository for all forms of media; encourages the use of materials which are most appropriate for specific learning tasks; provides materials which can be used by individual students, small groups and entire classes; and is one place in the school where anyone may come and feel welcome.
- The center helps students learn to study effectively; promotes good citizenship; helps students plan for their future; and enables teachers to use available materials in ways that assist students.
- The center introduces students to the resources available within their community, makes necessary arrangements for students to use resources, and encourages students to continue to use learning resources in their adult life (including personal ownership of books and other media).

WHAT ARE THE CHARACTERISTICS OF LEARNING CENTERS WHICH FACILITATE THE SUCCESS OF SPECIAL NEEDS STUDENTS?

Some learning centers provide highly specialized remedial programs for students who aren't keeping pace with their peers in the classroom. Students whose learning abilities are constrained by physical, intellectual, emotional impairments, those who are not fluent in the use of English, and students who are otherwise disadvantaged may require highly individualized and specialized supportive services. Learning centers which provide relevant services to students with special needs have the following characteristics:

- Media for students with ambulation problems or restricted mobility should be on the same topic as their peers with the addition of illustrations of adapted accommodations and content portraying positive role models of accomplished disabled people.

WHAT ROLE DOES THE COMPUTER PLAY IN LEARNING CENTERS?

Five different computer programs which are available for use in a learning center are described below.

- Drill and Practice Programs
  Drill and practice programs convert a computer into a very patient tutor using a flash card system. They are particularly useful for teaching skills such as multiplication problem solving and spelling. They permit individualized instruction, immediate feedback or the corrections of a student's responses, and record keeping capabilities which facilitate progress monitoring and self-managed learning.

- Tutorial Programs
  Tutorial programs are used to teach a series of concepts. They typically involve programmed instruction where a concept is first defined and then the student is asked to respond to a series of exercises which demonstrate his/her comprehension of the concept. Incorrect answers result in the student being sent back to review earlier frames and self management functions allow monitoring of his/her progress.

- Simulation and Problem Solving Programs
  Simulation and problem solving programs employ a variety of graphics and animation techniques to create situations which require students to make decisions. They are very valuable for providing practice on concepts that have been learned in real-life situations. They require students to already know the basic concepts in an area of study.

- Interactive Video Programs
  Interactive video programs use a computer to control a video playback machine (using video discs, videotapes, slides or filmstrips). Video segments are interrupted periodically by computer text which quizzes students on the contents of the video. Interactive video programs can be used to successfully incorporate drill and practice, tutorial, and simulational problem solving programs.

- Utility Programs
  Utility programs are used to save teachers time when they are creating learning exercises. Programs are available in areas such as the construction of tests and the evaluation of the readability levels of commercially produced materials.

WHAT ARE GOOD SOURCES FOR FINDING INSTRUCTIONAL MATERIALS TO INCLUDE IN LEARNING CENTERS?

- Print Materials

The following bibliographies summarize reference materials which are currently available for use in learning centers for grades 6-12. Only those books which are specialized and which are not likely to be found in the main libraries of secondary schools are listed.

- American Indians: An Annotated Bibliography of Selected Library Resources. Minnesota State Department of Education, 1970.

  Compiled with the help of the Minnesota Indian Education Committee. Coding indicates grade level as well as those distinctive in artistic quality, reader appeal, and contribution to the study of American Indians.

- Anderson, Robert. Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional, 1969. Charles, C. Thomas Publishing, 2600 S. First St., Springfield, IL 62794-9265.

  Resources are arranged under broad subject areas. All have been tested for effectiveness.

- Baker, Augusta. The Black Experience in Children's Books, 1971. New York Public Library, Publications Office, 5th Avenue and 42nd St. 10018.

  Annotated bibliography arranged by subject. Revision of the author's Books About Negro Life for Children.

- Church, John. Administration of Instructional Materials Organization: Analysis and Evaluative Criteria for Materials Centers, A Fearon Teacher-Aid Book.

- Cianciolo, Patricia J. Literary Time Line in American History: Rx for Social Studies, 1969. Doubleday, 245 Park Avenue, New York, NY 10017.

  Suggests ways to use trade books in teaching history. Includes a comprehensive annotated list which is chronologically arranged.

- High Interest-Easy Reading for Junior and Senior High School Students, 1972. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

  Designed for reluctant readers in secondary schools.

- Miller, Inabeth. Micro-computers in School Library Media Centers, 1984. Neal-Schuman Publishers, Inc., 23 Cornelia Street, New York, NY 10014.

  Sections include current applications in educational settings, the school media center, and educational software materials.

- Nemko & Holmes, Resources, Strategies and Directions to Better Serve Disadvantaged Students in Career-Vocational Preparation, 1987. California State Department of Education, University of California at Davis, AOB #4 Davis, CA 95616.

  This book lists curriculum and instructional resources, and is a useful reference for curriculum adaptation, assessment and counseling. It is geared toward career vocational education in secondary schools. (See Appendix A.)

- Reading Ladders for Human Relations, 1972. 5th ed., Virginia M. Reid, ed., and the National Council of Teachers of English Committee on Reading Ladders for Human Relations. American Council on Education, Macmillan Publishing Co., 866 3rd Avenue, New York, NY 10022.

  Annotated bibliography of books for children and young people on topics such as creating a positive self-image, living with others, coping with change, and appreciating different cultures.

- School Library Media Services to the Handicapped, 1982. Edited by Myra Macon. Greenwood Press, 88 Post Road West, Westport, CT 06881.

  This book contain useful sections on materials selection and on the implementation of individualized education programs with handicapped children.

- Spache, George D. Good Reading for Poor Readers, 1968. Garrard Publishing Co., 1607 N. Market Street, Champaign, IL 61820.

  Includes materials which remedial reading specialists have found useful. It lists books, kits, games, programmed materials, and periodicals. Grade levels are indicated.

- Troutner, Joanne. The Media Specialist, the Microcomputer, and the Curriculum, 1983. Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80160.

  Contains an elaborate depiction of the use of microcomputers in curriculum development. Suggested lists of periodical literature, computer periodicals, software publishers, funding sources, on line databases and program examples also are included.

- Magazines

  Some magazines regularly evaluate audiovisual materials which may be useful in learning centers. The following magazines offer especially comprehensive reviews:

- A V Guide: The Learning Media Magazine (formerly Educational Screen and Audiovisual Guide), Trade Periodicals Inc., c/o H.S. Gullette Publishing, 380 Northwest Hwy., Des Plaines, IL 60016.

  Published monthly. Nonprint media are evaluated regularly. "The August Blue Book of Audiovisual Materials" provides a comprehensive list of instructional audiovisual materials that have been released during the previous year.

- Landers Film Reviews. Landers Associates, P.O. Box 27309, Escondido, CA 92027.

  Published monthly, September through May. This periodical reviews and evaluates nontheatrical 16mm films.

- Media and Methods. North American Publishing Co., 401 N. Broad St., Philadelphia, PA 19108.

  Published monthly, September through May. Audiovisual materials and equipment are described and evaluated with an emphasis on the use of multimedia in the secondary school curriculum.

- Professional Journals

  Many specialized professional journals also include reviews of both print and nonprint media. The following journals are particularly useful for identifying materials for use in learning centers:

- American Biology Teacher. National Association of Biology Teachers, 11250 Roger Bacon Dr. #19, Reston, VA 22090.

- Athletic Journal. Athletic Journal Publishing Co., 1719 Howard St., Evanston, IL 60202.

- Balance Sheet. South-Western Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227.

- Childhood Education. Association for Childhood Education International, 11141 Georgia Ave., Suite 200, Wheaton, MD 20902.

- Communication Education (formerly Speech Teacher). Speech Communication Association, 5105 Backlick Road, N.E., Annandale, VA 22003.

- English Journal. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

- Exceptional Children. Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091.

- Hispania. American Association of Teachers of Spanish & Portuguese, Inc., University of Southern California, Los Angeles, CA 90089-0358.

- Industrial Education (formerly Industrial Arts and Vocational Education), Cummins Publishing Co., 31600 Telegraph Rd., #200, Birmingham, MI 48010-3459.

- Journal of Geography. National Council for Geographic Education, c/o James W. Vining, Executive Director, Western Illinois University, Macomb, IL 61455.

- Language Arts (formerly Elementary English). National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

- Modern Language Journal. Mouton Publishers division of Walter de Gruyter, Inc., 200 Saw Mill River Road, Hawthorne, NY 10532.

- Physics Teacher. American Association of Physics Teachers, 5110 Roanoke Place, Suite 101, College Park, MD 20740.

- Science Teacher. National Science Teachers Association, 1742 Connecticut Avenue N.W., Washington, D.C. 20009.

- Social Education. National Council for the Social Studies, 3501 Newark Street N.W., Washington, D.C. 20016.

- Social Studies. Heldref Publications, 4000 Albemarle Street, N.W., Washington, D.C. 20016.

• Directories

Some directories which are especially useful in selecting materials which address the special needs of students in secondary schools are listed below. Additional books and resources are listed in Appendix A for use with disadvantaged students.

- Alexander Graham Bell
  Association for the Deaf
  3417 Volta Place, N.W.
  Washington, DC 20007

- American Printing House
  for the Blind, Inc.
  1839 Frankfort Ave.
  Louisville, KY 40206

- Apollo Lasers
  Electronic Visual Aids
  6357 Arizona Circle
  Los Angeles, CA 90045

- Bell and Howell Company
  Micro Photo Division
  Old Mansfield Rd.
  Wooster, OH 44691

- Captioned Films for the Deaf
  Distribution Center
  5034 Wisconsin Ave., N.W.
  Washington, DC 20016

- Council for Exceptional Children
  1920 Association Dr.
  Reston, VA 22091

- Gallaudet College
  Kendell Green
  Washington, DC 20002

- G.K. Hall and Company, Inc.
  70 Lincoln Street
  Boston, MA 02111

- Handicapped Learner Materials
  Distribution Center (HLMDC)
  Audio-Visual Center
  Indiana University
  Bloomington, IN 47405

- Harper & Row Publishers
  Department 61
  10 East 53rd Street
  New York, NY 10022

- Joyce Motion Picture Company
  8613 Yolanda Ave.
  P.O. Box 458
  Northridge, CA 91324

- Keith Jennison Books
  Franklin Watts, Inc.
  845 Third Avenue
  New York, NY 10022

- Kurzweil Computer Products
  Reading Machine Department
  33 Cambridge Parkway
  Cambridge, MA 02142

- Library Reproduction Service
  Microfilm Company of California
  1977 South Los Angeles Street
  Los Angeles, CA 90011

- National Association
  for Mental Health
  1800 North Kent St.
  Rosslyn Station
  Arlington, VA 22209

- National Association
  of the Deaf
  814 Thayer Ave.
  Silver Spring, MD 20910

- National Braille Association
  Braille Book Bank
  422 Clinton Ave., South
  Rochester, NY 14620

- National Braille Association
  Braille Technical Tables Bank
  31610 Evergreen Rd.
  Birmingham, MI 48009

- National Center for Law
  and the Handicapped
  211 West Washington St.
  South Bend, IN 46601

- National Clearinghouse for
  Mental Health Information
  National Institute of Mental Health
  5600 Fishers Lane
  Rockville, MD 20850

- National Federation of the Blind
  218 Randolph Hotel Building
  Des Moines, IA 50309

- National Information Center for
  Special Education Materials (NICSEM)
  University of Southern California
  University Park
  Los Angeles, CA 90007

- National Library Services for
  the Blind and Physically Handicapped
  Library of Congress
  1291 Taylor Street, N.W.
  Washington, DC 20542

- Office of Handicapped Individuals
  Dept. of Health, Education, and Welfare
  Washington, DC 20201

- Recordings for the Blind
  215 East 58th Street
  New York, NY 10022

- R.R. Bowker and Company
  1180 Avenue of the Americas
  New York, NY 10036

- Telesensory Systems, Inc.
  1889 Page Mill Road
  Palo Alto, CA 94304

- Ulverscroft Large Print Books
  Oscar B. Stiskin, U.S. Agent
  P.O. Box 3055
  Stamford, CT 06905

- Volunteer Services for the Blind
  919 Walnut Street
  Philadelphia, PA 19107

- Volunteer Transcribing Service
  205 East Third Avenue, Suite 201
  San Mateo, Ca 94401

WHAT SOURCES EXIST FOR FINDING OUT MORE ABOUT WAYS LEARNING CENTERS CAN HELP STUDENTS WITH SPECIAL NEEDS?

The following is a descriptive list of people and projects that have made advances in the use of learning centers for handicapped or disadvantaged secondary-age students:

- Garfield High School Support Center
  5101 E. Sixth Street, Room 520
  Los Angeles, CA 90022
  Contact: Jane Werzel
  Teacher Support Center
  (213) 268-9361

  Currently the Support Center offers courses in American Literature, Contemporary Composition, English, Practical Writing, Writing Skills for Senior High, Health in Senior High, Basic Math, 9th Grade Math, High School Math, Basic and Power Reading, Life Science, Physical and Earth Science, America's Intercultural Heritage, California History, U.S. Government, U.S. History, Law and Youth, Introduction to Psychology, Junior High Social Studies, Algebra, Biology, Consumer Economics and Law; and Educational and Career Planning.

- Los Angeles Unified School District
  Options Resource Laboratory
  6501 Balboa Blvd.
  Van Nuys, CA 91406-5594
  Contact: (818) 344-6985

  This Options Resource Laboratory operates on a contract system which individualizes instruction. Contracts accommodate the different ability levels, learning styles and interests of students in the same classroom. The Laboratory currently provides instruction in the following subject areas: Horticulture; Basic Typewriting Skill; Clerical Program; Introduction to Computers; Drivers Education; American Literature/Composition; Contemporary Composition; 7th to 10th Grade English; Practical Writing; Writing Skills Senior High;

Educational and Career Planning; Senior High Health; Consumer Education; Marriage and Family Studies; Parenting/Child Development; Teen Living; Algebra 1AB; Mathematics; Advanced Physical Education; Physical Safety Activities; Basic Reading; SHARP; Biology AB; Life Science; Physical and Earth Science; America's Intercultural Heritage; California History; Consumer Economics and Law; U.S. Government; U.S. History; Law and Youth; Introduction to Psychology; Junior High Social Studies, Junior High; combination 8th - U.S. History and Geography, and 9th World History; Testing: GED, CHSPE; and Work Experience Education; Exploratory, General and Vocational.

- San Juan Unified School District
  3738 Walnut Avenue
  Carmichael, CA 95608
  Contact: Don Tipton, Director of Continuing Education
  (916) 971-7152

  This district operates a laboratory which does diagnostic work with students who are failing in school in an effort to identify and build on students' strengths. The district reports the achievement of a high success rate, especially in terms of improving students' reading skills. The lab staff hold high expectations for all students and use computer assisted instruction and other specialized procedures to adapt instruction to students' preferred learning modalities.

- California Department of Rehabilitation
  High Technology Center
  1109 9th Street
  Sacramento, CA
  Contact: Carl Brown
  (916) 322-4636

- Five High Technology Centers have been established throughout California which utilize computer software for use with learning disabled and traumatic brain injured students. The centers, located in the following school districts and ROPs are a collaborative effort between the divisions of the California State Department of Education, Career-Vocational Preparation Division and the Special Education Division, and the California Department of Rehabilitation.

  - Berkeley Unified School District
    2134 Martin Luther King Jr. Way
    Berkeley, California 94704
    (415) 644-6147

  - Inyo County Office of Education
    135 S. Jackson St.
    Independence, CA 93526
    (619) 878-2426

  - Torrance Unified School District
    2335 Plaza del Amo
    Torrance, CA 90509
    (213) 533-4200

- Kings County Regional Occupational Program
  Mary Brock Hall
  Government Center Complex
  Hanford, CA 93230
  (209) 582-2823

- North Orange County Regional Occupational Program
  2360 W. La Palma Avenue
  Anaheim, CA 92801
  (714) 776-2170

- Two campuses in the Educational Excellence Through Career-Vocational Preparation Project utilize software in learning centers for special needs students:

  - Woodland High School
    21 N. West St.
    Woodland, CA 95695
    Contact: Kevin Brown, Principal
    (916) 662-4678

  - Lincoln High School
    3501 N. Broadway
    Los Angeles, CA 90031
    Contact: Vera Padilla, Career Center Technician
    (213) 223-4021

This module has provided general characteristics of Learning Centers, the role Learning Centers play in facilitating the success of special needs students and ways the vocational administrator can plan, implement and and evaluate a Learning Center. The following modules will address steps to be taken after instruction is completed: job market analysis, job development, job placement, and follow-up.

MODULE XIII

APPENDIX A

Resources, Strategies and Directions to Better Serve Disadvantaged Students in Career-Vocational Preparation

June, 1987

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Department of Applied Behavioral Sciences
University of California, Davis
Davis, California

G. Allan Holmes, Project Monitor
Coordinator of State Planning
Career-Vocational Preparation Division
State Department of Education
Sacramento, California

CURRICULUM AND INSTRUCTION RESOURCES

1. **Vocational Education Resource System** (VERS)
   California Institute on Human Services
   Sonoma State University
   Rohnert Park, CA 94928
   (707) 664-2416
   VERS provides both comprehensive technical assistance and information referral for vocational educators, counselors and administrators. Resource people, exemplary program models and instructional materials are listed with VOICE. Planning teams will assess local program needs and develop improvement plans. A *Handbook for Administrators* is available, emphasizing practical methods for developing programs for integrating special needs and disadvantaged students into regular vocational education classes. There is no charge to the district for these services and products.
   A new publication, entitled SPECIALLY YOURS, offers free and inexpensive resources for assisting handicapped, disadvantaged and limited English proficient students in career-vocational preparation. SPECIALLY YOURS provides information on materials, services and equipment that assists administrators and instructors to better serve students with special needs in vocational education programs. Materials were prepared in conjunction with VOICE and under contract with the California State Department of Education. Contact VERS at the above phone number for more information.

2. **Vocational and Occupational Information Center for Education** (VOICE)
   560 J Street, Suite 385
   Sacramento, CA 95814
   (916) 445-0401
   VOICE provides instructional materials including audiovisual materials, reference materials, textbooks, LAPs (learning activity packages), transparencies, curriculum guides and reports of studies and projects. It is also a state-wide clearinghouse for JTPA (Job Training Partnership Act) consultant services, workshops, visitations and business/industry internships for vocational educators. Also available is a computerized catalog concerning vocational education areas of interest with national search capabilities for materials and programs and network capabilities through telecommunications. VOICE's educational resources are available on loan (at no cost) to vocational education teachers, administrators, students and decision makers at all educational levels. Call or write for materials listed below with VOICE numbers.

SUBJECT MATTER AREAS

A. VOCATIONAL AGRICULTURE

1. **Vocational Education Productions** (VEP)
   California Polytechnic State University
   San Luis Obispo, CA 93407
   (805) 546-2295
   VEP provides instructional materials for vocational agriculture in the areas of agricultural careers, agricultural management, agricultural mechanics, animal science, classroom management, diseases and pests, forestry, horticulture, plant science and soils. The materials include filmstrips, slides, videotapes, computer software, transparency masters, manuals and curriculum guidelines.

2. **Resources in Vocational Agriculture,** O.E. Thompson, et al., Department of Applied Behavioral Sciences, University of California, Davis, 1981.
   This is a resource guide for teachers describing materials for teaching agriculture to

handicapped or disadvantaged students at the secondary level. It includes sections on legislation and guidelines for developing and modifying programs to fit special needs. It covers available curriculum materials, teaching methods, equipment, catalogs and pamphlets, organizations and agencies, publications, bibliographies and resource guides. (VOICE #06228-D2)

3. **Teaching the Disadvantaged: A Curriculum Guide for Classes of Disadvantaged Students in Agricultural Education Programs,** John R. Crunkilton, Agricultural Education, Division of Vocational and Technical Education, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, 1975.
This curriculum guide is designed for teachers of educational programs for the disadvantaged. It examines problem areas in various subjects including: masonry, plumbing, farm machinery, forestry, conservation and horticulture. It includes sections on selecting occupations for the disadvantaged and relating occupations to the curriculum. (VOICE #00693)

4. **Learning Activity Packages for Vocational Agriculture,** David Whaley, University of California, Davis, 1982.
The following LAPs have been designed to supplement the units of instruction from the Introduction to Agriculture Curriculum Guidelines. Those marked with an asterisk (*) are also available in Spanish.

* Agriculture and Society
* Career Exploration
* Forestry
* Future Farmers
* Ornamental Horticulture
* Plant Science
* Poultry
* Sheep
* S O E Program
* Vegetable Crops
* Wildlife Management
Animal Science
Beef Cattle
Dairy Cattle
Field Crops
Forage Crops
Horses
Small Animals
Swine
Tree Crops
Vine & Small Fruits

VOICE #P-9475-D2. Specify LAP and language desired.

B. BUSINESS EDUCATION

1. **Center for Business Teachers**
School of Education
1600 Holloway Ave.
San Francisco State University
San Francisco, CA 94132
(415) 469-1398/2802
The Center offers one of the largest collections of business education materials available on loan to university students and business teachers. There is also a Micro-Computer Software Collection available for the preview of business education software. A substantial number of materials are available regarding disadvantaged students in business education. These materials are available at no charge to qualified personnel. Also offered are workshops, conferences, summer courses and consulting services.

2. **Office and Clerical Skills: Teaching Special Needs Students,** Marilyn Breckel, The Maryland Vocational Curriculum Production Project, Crespatown, MD, 1978.
Instructional materials are included on the topics of clerical and office occupations, designed specifically for use by special needs students at the secondary level. It covers

personal appearance and hygiene; office habits and safety; telephone, check writing, appointment scheduling and receiving skills; clerical skills; and office machine use. (VOICE #04849)

3. **Interactive Video in Business**
Various districts have prepared interactive video discs as an alternative method of teaching/learning business concepts. Studies have shown that interactive video can decrease learning time by half and increase retention by one quarter. It has proven to be highly motivational and effective, particularly for disadvantaged students. Each disc is captioned for the hearing- impaired. Discs are currently available in units on Communication Skills, Job Attitudes and Working with People. Additional discs on Introduction to Entrepreneurship, Decision Making, Addition and Subtraction and Economics will be available soon. All discs are designed to follow the Core Curriculum Guidelines. (For more information, contact Mike Keisling, 2098 Todd St., Napa, Ca, 94588, or call him at (707) 425-7685.)

C. HEALTH EDUCATION

1. **Resources in Health Career Programs for Teachers of Disadvantaged Students,** California State Department of Education, Sacramento, 1983.
This guide presents a page-by-page listing of health-related resources for the disadvantaged. Each listing includes the intended use of the material (i.e. by student, teacher or administrator), its format, specific features, readability level, publisher's address and price. (Copies are available from: Publications Sales, California State Department of Education, Sacramento, CA, 95802. Cost is $6.00 each, plus sales tax for California residents.)

2. **Health Occupations LAPS,** California State Department of Education, Sacramento, 1982.
This group of 12 learning activity packages was prepared for disadvantaged students. Each package is available in student and instructor copies. The LAP titles include:

- Blood Pressure
- Handwashing Technique
- Oral Hygiene
- Shock and Anaphylactic Shock
- The Surgical Scrub
- Temperature, Pulse and Respiration
- Confidentiality
- Grooming
- Nutrition
- Observation of Patient
- Syncope
- Using the Metric System in Health Careers

(Orders should be directed to: California State Department of Education, P.O. Box 271, Sacramento, CA, 95802. Your remittance or purchase order must accompany each order. The Cost is $1.75 for each student copy, and $1.50 for each instructor copy. California residents should include sales tax.)

3. **Phrases for Nursing Assistants,** Vocational Education Health Multi-Project, Department of Applied Behavioral Sciences, University of California, Davis, 1985.
This set of materials contains manuals and cassette tapes in Spanish, Cantonese, Tagalog, Vietnamese, Lao and Cambodian. They were developed primarily for use by limited English proficient students to improve their English skills. However, they may also be used to help the rest of the class learn key phrases in the primary foreign language of the community. (VOICE #08231-AV)

4. **Phrases for Dental Assistants, Vocational Education Health Multi-Project,** Department of Applied Behavioral Sciences, University of California, Davis, 1985.
This set of materials was developed to parallel the above listing for Nursing

Assistants. Languages and purpose are the same, but the phrases are applicable to dentistry. (VOICE #08232-AV)

D. HOME ECONOMICS

1. **Promoting Student Achievement: Teaching Behaviors That Work,** PSA-TESA Trainer's Handbook, Home Economics Education, California State Department of Education, Sacramento, 1984.
   This trainer's handbook offers teachers of Consumer and Home Economics Education the opportunity to learn specific teaching skills to help students succeed in the classroom. Emphasis is placed on academically disadvantaged students. The handbook is comprised of a series of workshop outlines. (VOICE #07819)

2. **Child Care and Guidance Curriculum: Developed for Disadvantaged High School Students,** Dixon Unified School District, 1977.
   This curriculum guide was prepared for disadvantaged high school students training for employment in a child care center. It covers personnel procedures, housekeeping, prenatal development, foods and nutrition, health and recordkeeping, sleep, toys and equipment, language acquisition and group day care as a learning experience. (VOICE #03104)

E. INDUSTRIAL AND TECHNOLOGY EDUCATION

1. **California Industrial Technology Education Consortium, (CITEC)**
   Project MERGE is one of the services offered through CITEC. It is a peer resource network for industrial technology educators in the form of teacher inservice. The peer consultants have been trained in the area of teaching disadvantaged students, individuals with learning problems and individuals with limited English proficiency. (For a flyer listing CITEC sites and phone numbers, call Chris Almeida's office: (916) 445-6726.)

2. **Vocational Preparation Curriculum: Plumbing,** Hogan Usoro, Instructional Materials Laboratory, University of Missouri, Columbia, MO, 1981.
   The purpose of this guide is to provide minimum skills for disadvantaged and handicapped students entering the mainstream; to supplement vocational skills of those students already in a regular training program; and to provide vocational instructional materials for special needs students. Ten units of self-paced and self-contained instructional materials are included:
   * Job Opportunities in Welding
   * Safety Rules in Plumbing
   * Measuring and Cutting Pipe
   * Reaming and Threading Pipe
   * Soldering Pipe Connections with a Propane Torch
   * Making a Flare Joint
   * Making a Plastic Pipe Joint
   * Repairing Faucets
   * Replacing a Toilet Bowl
   * Clearing a Main Drain

   (VOICE #06145-d)

3. **Open Entry/Exit Welding Program,** Keith K. Adams, Cerritos Community College District, Norwalk, CA, 1981.
   The report and curriculum guide provide a suggested welding curriculum manual and an explanation of how it was developed. The purpose of the project was to establish a program where students could receive instruction in the oxy-acetylene, MIG, TIG or

arc welding processes in an unstructured time frame, allowing for manipulative skill development and achievement on an individual basis. Special emphasis was on nontraditional student needs. (VOICE #P-CC-01-351)

4. **Learning to Read and Write the Electronics Way,** The Educationally Disadvantaged Committee, Industrial Education Inservice Project, California State Department of Education and the California State University at Los Angeles, Industrial Studies Department.
   These materials were prepared for industrial education students needing additional instruction in the areas of reading and writing. Other materials cover the subject areas of mathematics and verbal and visual communications. Included are a basic skills checklist, crossword puzzles, flash cards, and technical glossaries. Sets of materials are also available for Automotive, Metalworking, Woodworking, and Drafting. (Available free from the Industrial Education Unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA, 95814, or call (916) 445-6726.)

GENERAL LISTINGS

1. **Curriculum Index and Matrix,** California Adult Student Assessment System (CASAS), San Diego, CA, 1983.
   This index includes competency-based materials, appropriate for both adult and ESL programs. Also available is the *Life Skills Competency List.* (CASAS, 3249 Fordham St., San Diego, CA, 91110.)

2. **A Guidebook for Cooperative Learning: A Technique for Creating More Effective Schools,** Dee Dishon and Pat W. O'Leary, Learning Publications, Inc., Holmes Beach, FL, 1984.
   Cooperative Learning is presented as a teaching/learning strategy designed to increase achievement, higher level reasoning processes, cognitive and social development. (Available from Learning Publications, P.O. Box 1326, Holmes Beach, FA, 33509. Cost $19.95.)

3. **VESL (Vocational English as a Second Language); Making Employment Training Work for Limited-English Proficient Participants,** Consortium on Employment Communication, Center for Career Studies, California State University, Long Beach, 1986.
   This binder includes a section on classroom implementation and covers the four approaches to employment-related training for LEP adults and the selection and use of teaching materials. (VOICE #05900) A pull-out manual is available separately. (VOICE #02201)

4. **Managing Learning Time: A Professional Development Guide,** Ida M. Halasz and Susan R. Raftery, The National Center For Research in Vocational Education, Ohio State University, 1985.
   This guide is designed for trainers in the area of time-use analysis in vocational-technical classes. Observation, decision making and change are the three stages involved. Focus is on the ways teachers manage student time. (VOICE #08242)

5. **"The Self-Fulfilling Prophecy,"** Thomas L. Good, and Jere E. Brophy, *Today's Education,* April, 1971.
   This landmark study focuses on teacher interaction with students for whom high and low expectations were held. Teachers interacted more and offered more praise with high expectancy children.

6. **"Effects of Cooperative Learning on the Social Acceptance of Mainstreamed Academically Handicapped Students,"** Nancy A. Madden and Robert E. Slavin, *Journal of Special Education*, Summer, 1983.
Results of the authors' study indicated that cooperative learning techniques improved the social acceptance, academic achievement and self-esteem of such students, as compared to the traditional classroom setting.

7. **What Works: Research About Teaching and Learning,** U.S. Department of Education, Washington, D.C., 1986.
This booklet was prepared to convey information about teaching and learning to the American public, rather than educators specifically. Sections address education in the home and in the classroom, as well as research findings on the school environment in general. (For free copies, write to: What Works, Pueblo, CO, 81009.)

8. **What Works: Schools That Work; Educating Disadvantaged Children,** U.S. Department of Education, Washington, D.C., 1987.
This booklet was developed in order to disseminate the most recent information and research findings available about disadvantaged students in the United States. (For free copies, write to: What Works, Pueblo, CO, 81009.)

9. **Teaching Personalized Decision Making,** H.B. Gelatt and Sally Brew, Santa Clara County K-12 Career Education Consortium, San Jose, CA, 1980.
This module was designed to teach teachers how to teach decision-making to their students. Sections include objectives for learning to be a good decision-maker, lesson plans, a glossary, and a resource list. (VOICE #06635)

10. **Strategies for Teaching Basic Skills in Vocational Education,** Barbara Nemko, University of California, Davis, 1985.
This handbook is designed to assist vocational teachers with academic skills reinforcement. A variety of instructional strategies are included in each of the areas of reading comprehension, study skills, vocabulary, structural analysis, writing, proofreading, oral expression, listening skills and computation. (VOICE #01522)

11. **Careers Ahead,** Marian Cornfield, Project WORTH, 1981.
This curriculum guide helps bring career education to special education students by integrating career education into other aspects of the school curriculum. Units contain classroom activities, resources, performance objectives, and duplication masters. Sections include: Parent Awareness, Self Awareness, Employability Skills, Communication, Decision Making/Problem Solving, Work Experience Education, Leisure Time Activities and Rules and Responsible Behavior. (VOICE #06346).

12. **A Practical Writing Curriculum,** Educational Evaluation and Research, Inc. and ARC Associates, Inc., 1984.
This curriculum guide is designed to develop the expository writing skills of disadvantaged vocational education students. It is structured in an individualized format with emphasis on student participation. Writing exercises include writing letters, essays, resumes, memoranda and news articles. It also includes a student questionnaire, contract and calendar, which is used for the assessment of the student's needs. (VOICE #07829)

13. **Vocational Education Resource Package For A Career Development Curriculum For Indo-chinese,** Education Evaluation and Research, Inc. and ARC Associates, Inc., 1985.

This comprehensive career development curriculum is designed to meet the specific linquistic and cultural needs of Indochinese students with limited English skills. Instructor and student materials are organized into six units: working in the United States, personal assessments, career exploration, career decision making, job search and job success. It is designed for Vietnamese, Cambodian or Laotian students. (VOICE #00950)

TIME-SAVER SHEET

MODULE XIV

JOB MARKET ANALYSIS

DEFINITION:

> Job market analysis is a process of identifying and reporting job demand, job needs, employment trends, and the skills required for particular occupations.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What are the components of a thorough job market analysis?
- How is job market analysis information used?
- How can job market analysis information be used to better locate, develop, and place students with special needs in jobs?
- How can job market analysis information be accessed?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For inservicing both vocational and specialty education personnel in the use of job market analysis information.
- For providing information to parents.
- For background information when preparing to interact with other vocational education personnel.
- For monitoring job market conditions.
- For securing necessary job market information.

MODULE XIV

JOB MARKET ANALYSIS

Job market analysis provides vital employment information to vocational education program planners, job developers and job placement coordinators. Job market analysis is a key element when planning the vocational education program of a school---legislation mandates that every vocational course or program offered by a school district or county superintendent must meet a documented labor market demand. Job developers utilize data supplied by job market analyses to identify employer needs in the community and to develop employer linkages. Job placement coordinators, vocational education personnel and students use job market information to select realistic job opportunities and job placements.

Job market analysis is the first step in job development and in making annual course revisions. This module will review: the components of a job market analysis; how job market analysis information is used; how job market analyses can be used to better locate, develop and place students with special needs in jobs; and how job market analyses can be accessed.

WHAT ARE THE COMPONENTS OF A THOROUGH JOB MARKET ANALYSIS?

A thorough job market analysis provides a complete profile of an occupation, and specific jobs within the occupation. Information is included on economic assumptions, courses offered relating to the occupation, job titles within the occupation, demand (national, state and local), supply, skills required, and outlook for placing students with special needs in the occupation. The following example from "automotive occupations" exemplifies the components found in a thorough job market analysis:

- Economic Assumptions. Occupational projections in each analysis are based on certain assumptions about the national, state, and local economies. For example, an economic assumption that may be relevant to "automotive occupations" would be:

  - "The institutional framework of the U.S. economy will not change radically. We are within the parameters of a recession at the time of this writing, but believe that the U.S. economy will slowly, but surely, emerge from this slump stronger than ever. We also believe that this emergence will become evident in the second quarter of 1982."

- Courses Covered. The courses that are typically related to the job being analyzed are listed. For example, an "automotive occupations" analysis might list auto mechanics, auto services/dealerships, auto body repair, etc.

- Job Titles. Specific job titles for the occupation are listed along with the dictionary of occupational titles (DOT) numbers. For example:

  - Air Conditioning Mechanic, Automotive 620.281-010
  - Automobile Accessories Installer 806.684-038
  - Automobile Body Repairer, Apprentice 807.381-010
  - Automotive Painter, Helper 845.684-014

- Demand. This is one of the most important and detailed sections of the analysis. Demand is delineated by national, state, and local demand. Sources of job market information are listed beneath each area.

  - National Demand. Sources that may be quoted under national demand include:

    1) Occupational Outlook Handbook (Employment Development Department). Expectations are cited regarding particular jobs. For example:

       Occupational Outlook Handbook, 1980-81 Edition (EDD):

       Air Conditioning Mechanics: "Employment is expected to increase about as fast as the average for all occupations through the 1980's."

    2) Employment Development Department (EDD) Employment Projections. These figures are reported in thousands of positions. For example:

1980	1985	1990
1032	1122	1178

    3) National magazine projections in the field of "automotive occupations." For example:

       U.S. News and World Report

       Super Service Station

       The Register

       Education & Work

       Auto Club News

       The Exciting 80's Kiplinger

       Career World

  - State Demand. Sources that may be cited under state demand include:

1) Employment Development Department's Projections for Employment by Industry and Occupation. For example:

Projections of Employment by Industry and Occupation, 1980-85 (EDD):

Occupational Category	Average Annual Job Opportunity	Job Opportunity Ratio
Air Conditioning Mechanic	1579	8.56
Auto Accessories Installer	57	3.50
Auto Body Repairer	761	5.03

2) California Labor & Supply & Demand (EDD)

3) UCLA Business Forecast for 1981 and Beyond for California

4) Magazine projections specific to states

- Local Demand. Sources that address the standard metropolitan statistical area (a federally designated job market jurisdiction), or job market opportunities within a 60-mile radius. Sources that can be cited vary widely according to what is available at the time.

- Supply. This component refers to the number of people in the field (in the community) and the number of people trained for the occupation who could potentially be employed in the field. Governmental statistical information is used as a base (EDD), then training sites in the area are contacted (telephone and survey) and interviewed regarding number of graduates for certain occupations. Local supply information is obtained from high schools, regional occupation centers/programs (ROC/Ps), community colleges and private schools. Often, a supply factor matrix is developed which provides a graphic display of this information.

- Skills Required. A determination of skills required for specific jobs is a critical component of a job market analysis. This can be done via a telephone survey. The North Orange County Regional Occupational Program (2360 W. La Palma Ave., Anaheim, CA 92801, (714) 776-2170) has developed an effective format for collecting this information. Their survey format includes information on:

  - Quantitative/numerical skills

  - Communication skills

- Cognitive skills
- Perceptual skills
- Trait skills
- Physical requirements (mobility, dexterity, strength and stamina)
- Types of special needs which can be accommodated

Each skills area is rated from 1 (lowest) to 5 (highest).

- Outlook for Employment of Students with Special Needs. Good job market analyses will include a section addressing the potential for successfully placing students with special needs on the job. The information from the skills survey will be summarized, opinions/hiring policies of various businesses/industries will be cited and special needs/conditions likely and unlikely to be accommodated through placement will be cited.

- Summary. Good job market analyses often include a final component which summarizes all of the information included in the other sections of the job market analysis.

  - Summaries of each job title outlook. For example:

    Emission Control Specialist students will be in great demand throughout the entire area within the next 6 to 12 months. These people should have upgraded information and training. Emissions and control standards and equipment have changed almost full circle within the last 6 months. Most stations do not have either equipment or personnel required.

  - An overall area outlook that cites industry growth projections for specific counties.
  - Licensing regulations for specific job titles.
  - Sources (A bibliography of all sources utilized for compiling information for the entire analysis.)

HOW IS JOB MARKET ANALYSIS INFORMATION USED?

School vocational education programs, regional occupation programs (ROPs), community colleges, apprenticeship programs, training sites, and anyone interested in training and placing students in employment are heavily dependent upon job market information. The specific uses of information from job market analyses include:

- Documenting the need for the training programs provided or programs which are planned to be provided.
- Planning the overall vocational education program.
- Planning courses of training that have relevance to the community and high potential for job placements.

- Identifying employer needs, demand for occupations and the local supply of employees in the occupation.
- Identifying employer trends within specific occupations.
- Identifying basic skills required of applicants for specific jobs.
- Determining the appropriateness of jobs for students with special needs and the likelihood of employment (employer hiring history of persons with special needs).
- Job placement and counseling of students with special needs.
  - Current and future employment trends.
  - Basic skills and training requirements of various occupations.
  - Appropriate work habits.
  - Occupational hierarchy.

Government agencies and employers also use job market analyses. Government agencies use job market information for determining employment and unemployment rates; for estimating current and future economic trends; for identifying demographic, technological, and population changes; and for budgetary planning. Employers use job market information for economic forecasting, planning marketing strategies, determining supply and demand, and developing job descriptions.

HOW CAN JOB MARKET ANALYSIS INFORMATION BE USED TO BETTER LOCATE, DEVELOP AND PLACE STUDENTS WITH SPECIAL NEEDS IN JOBS?

There are two aspects of the job market analysis that are particularly relevant to students with special needs: (1) information on skills, and (2) outlook for the employment of students with special needs.

The skills component is an effective way to check job requirements against student assessment data for job placement purposes. If the skills survey is done routinely as part of surveys for every job market analysis, surveys for different occupations and jobs can be used for comparative purposes when placing students with special needs in jobs. The skills survey can also be used to plan instructional goals and objectives for students with special needs when preparing them for specific occupations.

The job market analysis component which addresses the outlook for employment of students with special needs can be a guide for vocational teachers, counselors, job developers and placement coordinators. When properly prepared, this section of a job market analysis is a realistic indicator of jobs in the community which have high employment potential for students with special needs.

HOW CAN JOB MARKET ANALYSIS INFORMATION BE ACCESSED?

There are three basic ways job market analysis information can be obtained: use of government job market information, conducting your own job market analysis, or using a job market analysis service.

- Government Job Market Information. National, state and local governments conduct job market analysis through the compilation of statistical information.

  - The Occupational Outlook Handbook. This source describes, by occupation, the nature of the work, work conditions, places of employment, training, qualifications, salary, general employment outlook, related occupations, and sources of additional information. The handbook is put out every two years, so the information can be dated.

  - Dictionary of Occupational Titles

    This publication is available from:

    U.S. Department of Labor
    Bureau of Labor Statistics
    450 Golden Gate Avenue
    San Francisco, CA 94102

  - Employment Projections. The Employment Data and Research (ED&R) Division of the Employment Development Department produces economic, occupational, and demographic labor market information for the state as a whole and for most of its labor market areas. For example, one of ED&R's many publications is its Projections of Employment by Industry and Occupation reports, which provide information on the numbers of people expected to be employed in various occupations by specific industries. ED&R also has labor market analysts who can offer additional resources to local districts. Publications and technical assistance can be requested by contacting your local analyst at on the following ED&R offices:

    Northern California (Inland):
    Employment Data and Research
    800 Capitol Mall MIC 57
    Sacramento, CA 95814
    (916) 322-8800

    Central and Northern Coastal Counties:
    Employment Data and Research
    P.O. Box 7774
    San Francisco, CA 94120
    (415) 557-3052

    Southern California and Central Valley Counties:
    Employment Data and Research
    1525 S. Broadway
    Los Angeles, CA 90015
    (213) 744-2531

- Conduct Your Own Job Market Analysis. Many vocational programs conduct their own job market analysis. The following steps can be used as a guide.

- Perform an occupational cluster analysis to organize the job market analysis process. The U.S. Office of Education has identified fifteen (15) major cluster areas. Using these, identify subclusters and job titles. The Dictionary of Occupational Titles (DOT) lists job titles by Office of Education program code and DOT number.

- Use government information as a base (EDD and the California Information System). The Occupational Outlook Handbook (EDD) is particularly valuable for national and statewide information.

- Use the local newspaper. Read the want-ads (they account for 40% to 50% of new local job market information) and the stock market section.

- Use business papers and magazines.

- Use news magazines.

- Conduct a phone survey. Call employers and other training programs for demand and supply information.

- Communicate with the local vocational education advisory committee, vocational education program personnel, community support agencies, employers and friends for job market information.

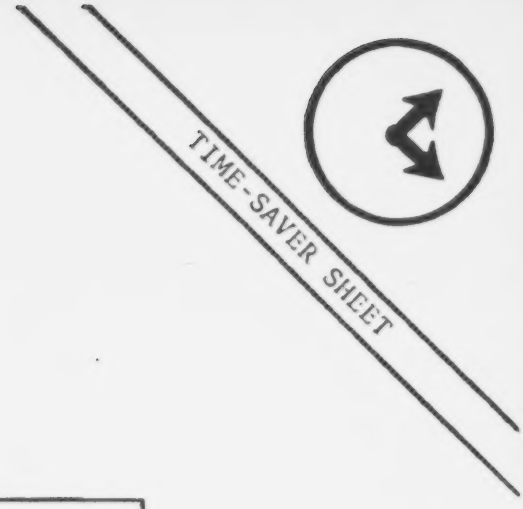
- Review your county's job market analysis prepared to authenticate the Welfare Department GAIN Plan requests for state funding.

- Contact the California Occupational Information Coordinating Committee (COICC) which is part of a national network which coordinates occupation and labor market information on the state level. Write or call Sigurd Brivkalns, Executive Director, 800 Capitol Mall---MIC 67, Sacramento, California, 95814, (916) 323-6544.

- Use a Job Market Analysis Service. Using a professional job market analysis service has several advantages: it provides accurate and extensive information on specific occupations and jobs and it saves time. North Orange County Regional Occupational Program (NOCROP) has an excellent job market analysis service which is capable of providing job market information for all counties of California. Many regional occupation programs, rehabilitation groups, and community colleges in Southern California contract with NOCROP's job market analysis service for job market surveys. This service is available by subscription. Contact:

  North Orange County Regional Occupational Program
  2360 W. La Palma Avenue
  Anaheim, CA 90801
  (714) 776-2170

This module has presented the first step (an extensive one) of job development---job market analysis. The following module, Job Development, outlines ways the job developer utilizes job market information when developing job placements for students with special needs.



MODULE XV

JOB DEVELOPMENT

DEFINITION:

> Job development refers to preparing students for transitioning into employment and establishing linkages and partnerships with employers that result in job placements for students.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- Who is responsible for job development?
- What is the role of the job developer in preparing students for jobs?
- What is the role of the Department of Rehabilitation?
- How are employer linkages established?
- What are some important guidelines for job development?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For establishing employer linkages and partnerships.
- For monitoring the preparation of students for the transition into work settings.
- For monitoring and supporting the job development activities of vocational program personnel.
- For background information when preparing to interact with other personnel.

MODULE XV

JOB DEVELOPMENT

The preceding module, Job Market Analysis, laid out the first step of job development. Job development cannot be accomplished without data supplied by a thorough analysis of the community's job market. This module goes beyond analyzing the job market and identifying potential jobs; it deals with the job developer's role in preparing students for transitioning into jobs and establishing linkages with employers which result in job placements for students.

WHO IS RESPONSIBLE FOR JOB DEVELOPMENT?

Job development can be accomplished by vocational education administrators, vocational education teachers, special education teachers, guidance counselors, or trained specialists. Because job development requires working directly with the student and employers, it is usually within the purview of vocational education teachers or counselors. The job developer should have the following characteristics:

- Knowledge of special needs students' strengths and weaknesses.
- Knowledge of special needs students' interests and aptitudes.
- Ability to increase the employability of students by conducting "job readiness training."
- Familiarity with the needs and concerns of employers.
- Ability and experience in working with business and industry representatives.
- Ability to bridge the gap between classrooms and the working world by developing employer linkages.

WHAT IS THE ROLE OF THE JOB DEVELOPER IN PREPARING STUDENTS FOR JOBS?

The person who coordinates job development is in an ideal position to complete the final stages of preparing students for employment, thus providing a smooth transition from school to work. However, some districts and schools may assign this student-related function to a vocational education teacher, special education teacher, or counselor and leave job development to another individual. Regardless of the professional role of the person who is actually responsible for job development, this component of the students' vocational education should not be overlooked. The Carl D. Perkins Education Act of 1984, PL 98-524, mandates that each handicapped and disadvantaged student who enrolls in vocational education programs shall receive counseling services designed to facilitate their transition from school to post-school employment and career opportunities (Section 204; 20 U.S.C. 2453).

There are two areas in which job developers should prepare students: identification of a suitable job and techniques for obtaining and holding a job.

- Job identification involves:
  - Helping students identify personal strengths, abilities, interests and aptitudes (Refer to Module IX, Student Assessment).
  - Providing students with career exploration materials.
  - Facilitating career exploration experiences.
  - Counseling students on career planning and career advancement.
  - Providing students with information on job expectations and job requirements.
- Training on techniques for obtaining and holding a job involves:
  - Helping students learn to utilize job placement services.
  - Helping students locate job openings for themselves.
  - Teaching students how to write their resume, a cover letter and to correctly complete application forms.
  - Making sure students can find the interview/job location, get to the interview/job, know the time of the appointment/hours of work, know who to interview with/report to.
  - Teaching interview skills and counseling students on personal presentation.
  - Helping students develop social skills relating to employer/employee relationships necessary to maintain employment.
  - Providing students with information on rehabilitative services available from local Department of Rehabilitation, Employment Development Department, and Job Training Partnership Act offices.

The job developer should focus on the interests and aptitudes of each student with special needs when planning for the student's employment. At the same time, it is the responsibility of the student with special needs to be an active participant in the job development process. The student must be willing to invest personal energy and commitment toward attaining his/her job goals. A cooperative effort among the job developer, the student, other vocational education program personnel and the prospective employer will yield the most satisfactory results for the student and the employer.

WHAT IS THE ROLE OF THE DEPARTMENT OF REHABILITATION?

In order to provide coordinated services to eligible students, local offices of the Department of Rehabilitation have assigned liaison staff to all high school districts. These staff liaisons will provide special needs students with information on how to become a client of the Department of Rehabilitation and will help in obtaining assistive devices and products (including adaptive driving equipment) which enable and prepare students with handicapping conditions to enter the work force.

The Department of Rehabilitation is mandated by law to work with individual clients, not groups of people. Responsibility for contacting staff liaisons from local Department of Rehabilitation offices is on the job developer and the student. The liaison can tell the student whether he/she is likely to be eligible for Department of Rehabilitation services. These services may include medical services, financial assistance, books, supplies, transportation, trade school tuition assistance, rehabilitation center services and tuition assistance at post-secondary institutions.

HOW ARE EMPLOYER LINKAGES ESTABLISHED?

The process the job developer employs to establish employer linkages is very similar to the strategy the vocational education administrator uses to establish coordination with community support agencies (refer to Module VII: Coordination with Community Support Agencies). The process involves determining employer needs, evaluating employers for suitability as job placements, requesting linkages, and developing partnerships and linkage agreements with employers.

To complete the job development process, students are placed in employment (job placement) and job placements are evaluated and followed-up. These last two phases of the job development process will be dealt with in subsequent modules: Module XVI, Job Placement; and Module XVII, Follow-Up Services.

This module focuses on four steps specifically related to job development.

- Step 1: Determining Employer Needs

  Determining employer needs is largely accomplished through job market analysis (refer to the preceding Module XIV, Job Market Analysis). To review briefly, job market analysis provides a descriptive picture of the community's jobs, the skill levels required for the jobs and the availability of the jobs.

  The student's skills and interests should be matched to the appropriate employer(s)'s needs. In addition to data provided by the job market analysis, the job developer can utilize other sources of current, community-specific information such as:

  - Telephone yellow pages
  - Chamber of Commerce Directory of Businesses

- The Vocational Education Advisory Committee
- Regional Occupation Centers/Programs (ROC/Ps)
- Parents
- Newspapers
- Service clubs
- Industry Education Councils (IECs)
- Community groups that support affirmative action hiring practices
- Advocacy groups
- California State Employment Development Department
- Governor's Committee on Employment of the Handicapped
- National Association for Retarded Citizens --- On the Job Training Programs
- Service Delivery Agencies (SDAs) for Job Training Partnership Act Funds
- Private Industry Councils (PICs)

• Step 2: Evaluating Employers as Suitable for Job Placement

Using the job market analysis data and job information gathered from other sources, the job developer should identify which jobs will allow students with special needs to be successful. Desirable job placements are those that:

- Can utilize the student's entry level skills.
- Typically hire youth.
- Have high employment potential.
- Train in skill areas that are transferable.
- Represent employment needed in the community's job market.
- Have potential for mobility within industry/business/labor.
- Permit mobility among geographic areas.

Whenever a job developer obtains information about an employer or establishes a personal contact, it is a good idea to record it in a centralized file system similar to the system described for community support agencies (Refer to Module VII, Coordination with Community Support Agencies).

Five-by-eight-inch employer contact cards or a computer file can be kept on each potential employer and organized by type of jobs available, skill levels required, etc. This system can be elaborated to include follow-up data on actual job placements. The file system will facilitate networking with employers, job placement providers, training programs, and community resources. It will provide the vocational education program administrator, other vocational education program personnel and students with important job development information.

- Step 3: Request Linkages

  Requesting linkages means approaching the employer and proposing student job placements. The key to success at this stage is homework (job market analysis [step 1], and appropriate evaluation of the employer's suitability [step 2]) and salesmanship. Good community relations are critical. The job developer doubles as the program's public relations person when approaching employers. The job developer should:

  - Talk the employer's language.
  - Emphasize the strengths of the student seeking the job placement.
  - Emphasize the training the student has had that is relevant to the job.
  - Reduce artificial barriers to employment by suggesting appropriate adaptive equipment if necessary.
  - Present a resume of local businesses that are already providing job placements.
  - Act as an attitude change agent by being alert to biased attitudes and presenting positive examples of successfully placed students with special needs.

- Step 4: Developing Partnerships and Linkage Agreements with Employers

  Recently, job developers have been experimenting with a new approach: forming partnerships with employers. The partnerships are based on exchanging job openings (which students need) for services needed by employers. Partnerships differ from traditional forms of employer linkages in that a trade is involved; employers get some type of service from the vocational education program in exchange for providing job placements. For example, a job developer might establish a relationship with an employer who agrees to provide openings for students with special needs in return for special skill development workshops provided by the vocational education staff for the regular employees of the company. The process of forming partnerships is a general job development strategy. It involves:

  - Analyzing what services the vocational program can competently deliver to an employer.

- Using job market analysis information to identify employers which would make good "partners" (based on size, location, occupational offerings, service record for people with disabilities or disadvantages).

The major benefit of forming partnership relationships (aside from the obvious benefit of jobs for students) is the subtle change in attitude which occurs when employers, job developers, and students with special needs are placed in a partnership, rather than a "charity" relationship. Central to the strategy is the fact that employers begin to see students with special needs as being individuals.

Once an employer has agreed to place one or more students, the job developer must negotiate a linkage agreement. Often, the individual employment contract will suffice. If the employer will be providing many job placements over time, a more generic agreement is appropriate in addition to the individual employment contract. Just as agreements with community support agencies can be formal or informal (refer to Module VII, Coordinating with Community Support Agencies), linkage agreements with employers can be informal, in the form of a memorandum of understanding, or a formal written agreement. No matter what the format, linkage agreements should:

- Describe the nature of the job (task analysis or job description).
- Specify entry level skills required.
- State the employer's policy and procedure for hiring students with special needs.
- Describe architectural barriers, if any, and methods to eliminate them.
- State the expected duration of the job, hours per day, days per week, safety factors.
- Specify the roles and responsibilities of the vocational education program (if any), the employer and the student/employee.
- State performance criteria.
- Make provisions for insurance/liability.
- Provide for follow-up and evaluation of job placements.

Employers as Partners: A Guide to Negotiating Jobs For People with Disabilities is a 42-page resource manual which was prepared by the California Institute on Human Services in partnership with the Times Mirror Company and the California Department of Rehabilitation. It describes useful strategies for increasing the employment opportunities of people with disabilities in the private sector. It features the "employer accounts strategy," a way to establish "mutually beneficial relationships" between agencies and employers where a program offers a package of services to an employer and an employer, in turn, offers

employment opportunities for a program's clients. There are chapters on Prospecting for Employers, Preparing Your Case, Insuring Good First Impressions, and Presenting Your Case. The chapters contain many concrete suggestions for determining an agency's or program's bargaining position with employers, rating an employer's qualifications, being organized, self-improvement in the areas of negotiation and salesmanship, understanding the world of employers, and preparing for that first encounter with an employer to establish a mutually beneficial relationship.

Employers as Partners is available from Edmark Corporation, P.O. Box 3903, Bellevue, Washington 98009. Toll free 1-800-426-0856. Other resources are listed in an appendix to this module.

WHAT ARE SOME IMPORTANT GUIDELINES FOR JOB DEVELOPMENT? *

Program planning for job development should be based on the following premises: (a) the employment positions developed for the student should reflect an understanding and appreciation for the needs of the student including skills, abilities and interests; (b) referral of applicants to employers for consideration of employment should reflect an understanding and appreciation for the real needs of the employer.

High quality job development/job placement service should include the following:

- Develop a Comprehensive Marketing Plan. A comprehensive marketing plan for the purpose of recruiting employer participation in the program is of utmost importance to any job development program. This participation may come in the form of job market information, assistance in program planning, job leads, and job offers for applicants.

  The goals and objectives of the marketing plan should be aimed towards (a) making new contacts with employers on a regular basis, (b) sparking the interest of employers in the services being provided and the quality of the applicants, (c) providing employers with the opportunities to offer advice on program planning (i.e., development of a new skill training program designed by employers), and (d) developing employment opportunities which will offer long-term gainful employment which match the needs, interests, skills and abilities of the student and the employer. The marketing plan should include but not be limited to the following activities:

*This section of Module XV and the appendix following this module are edited versions of materials which first appeared in the Handbook on GAIN Educational Services. The materials were written by Denise Bissonnette-Lamendella and Milton Wright. The entire Handbook on GAIN Educational Services may be obtained from CASAS, 2725 Congress St. 1-M, San Diego, California 92110 (619) 298-4681.

- Outreach into the employer community by telephone and through in person contact. Employer contacts made by the job developer should be made in a most professional manner with sensitivity to and an awareness of the interests of the employer. The job developer should attempt to develop long lasting working relationships with employers by doing a thorough assessment of the employer's needs and interests. Such an assessment is much more than a perfunctory inquiry as to the employer's present employment needs.

  A mechanism should be put into place whereby employer information that is gathered by the job developer is recorded and kept by the program.

  The job developer's marketing activities with employers should be reported to the vocational education administrator on a regular basis. When possible, the full time job developer should be able to make an average of five new employer contacts a day by telephone or in person contact.

- Developing written materials such as brochures, fliers, or letters of introduction and information to mail to employers. Marketing materials for a job development/job placement program should emphasize the services provided for the student. Students should not be stereotyped but rather represented as a diverse group of individuals with a variety of skills and potential. The written materials should include program overview, features of program services and benefits to the employer. The materials developed should be of a professional quality and reflect the needs of the employer.

- Community outreach to groups of employers and community organizations. Efforts should be made for program staff to represent the employment project to local community organizations such as rotary clubs, the Chamber of Commerce and trade associations. Continued participation or membership in community projects is strongly recommended in order for the vocational education program to gain exposure and credibility.

- The use of the media, public service announcements, the local newspaper, and other broad based sources. Efforts should be made to gain exposure for the program through the use of public advertisements. Contact local radio stations to obtain information regarding programs and public service announcements. Contact local newspaper companies to provide information on special stories and community information. Radio and television talk shows may be interested in the program's services for the students, community and employers.

- Establish an Effective Referral System. The job development program should have the capability of serving a large number of students and employers in an efficient and productive manner. This requires developing and maintaining a referral system whereby the needs and

interests of students are matched appropriately with the needs and interests of employers. Fast turnaround time on job orders should be one of the primary objectives of programs in order to gain credibility with employers. Such a referral system may be a computerized program, a central file system by student qualifications, a system of staff referral and information exchange meetings, or a combination of these or other methods.

- Establish a Thorough and On-Going Follow-Up System. The job developer should provide quality follow-up services for both students and employers. Arrangements should be specified in advance to students and employers. Under an ideal situation, follow-up services should include the provision of job retention counseling for participants, problem-solving on the job, and referral for other necessary support services for participants and employers. Ideally, follow-up will be provided by the person who was responsible for making the placement in order to maintain a good working relationship with employers. Information gathered through the follow-up services must be recorded in the students' files.

- Develop Linkages With Other Community Service Providers. Partnerships and linkages with other community service providers are required to develop mutually beneficial working relationships. Through these linkages, information and resources will be shared and an organized referral system for various kinds of services for program participants will be developed. Ideally, staff from the various community service providers should meet on a regular basis in order to strengthen their working relationship.

- Use An Employer Advisory Committee. The job development/job placement service provider should have an employer advisory committee consisting of at least six representatives from local employers and four representatives from local community organizations. The employer advisory committee should meet at least once every other month and make recommendations for program improvement.

  Employer advisory committees can offer advice and assist in improving program marketing materials, review course work, design new programs, provide input on the changing labor market, provide possible solutions to existing problems and refer placement personnel to peers in similar businesses.

- Hire Qualified Job Development/Job Placement Staff. Job development/job placement services, when possible, should be offered by qualified staff members who are capable of: (a) working one-on-one with students who have employment barriers; (b) establishing rapport and developing effective working relationships with people in the business community; (c) eliciting important information in order to do an assessment of an employer's or a student's needs; (d) developing employment opportunities in the hidden job market; and, (e) maintaining a high level of productivity while working under pressure.

- Provide Staff Development and Training. Job development/job placement staff should receive both initial training upon hire and on-going training in order to improve and upgrade their skills. Regular performance appraisals will aid in identifying the training needs of the staff. The training sessions should be highly informative and motivational. Such training can be delivered in-house by staff members on a rotating basis and/or trainers can be called in from outside the program. It is recommended that the job developer and employment counseling staff receive training in the following areas:

  - Time Management: develop and enhance effective use of time.

  - Stress Management: provide training that aids the staff in reasonably dealing with their work activities. Staff should be clearly informed of their responsibilities and time frames for accomplishments. Each staff member may have beliefs or attitudes that stimulate stress in a work environment. These issues of concern need to be addressed with alternative methods for reducing stress and increasing productivity.

  - Vocational Counseling: provide training which supports counseling aimed at helping the student reach an informed decision on an appropriate employment goal; takes into consideration assessment information of students, personal living situations, skills, abilities and interests; addresses employment barriers; and motivates the students in the job search process.

  - Creative Job Development: provide training techniques that stimulate creativity in developing employment opportunities, and in gathering and synthesizing labor market information.

  - Job Development Marketing: provide training in marketing techniques. It is important for staff to be knowledgeable of techniques and procedures for developing program exposure and establishing a working relationship with employers.

  - Employer Needs Assessment: provide training on how to identify employer's needs. The ability to present to an employer the benefits of using program services and hiring a student requires knowledge of the industry and company.

  - Resolution of Employer Objections: provide training on how to assess and effectively respond to employer objections. The situation creates an opportunity for understanding and resolving employer hiring concerns.

  - Follow-up Techniques: provide training which aids in student job retention. This may be in the form of supportive counseling/problem solving, including a follow-up contact agreement with both the employer and the student.

After partnerships and linkages have been developed with employers, students are placed on jobs and their progress is tracked via follow-up services. These two steps are the topics of the remaining modules in this Handbook.

MODULE XV

APPENDIX A

JOB DEVELOPMENT RESOURCES*

The following is a list of resources which can be used to plan, develop and implement a Job Club and/or Job Search component for Project GAIN.

Azrin, Nathan H. and Besalel, Victoria A. (1980). Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling. University Park Press, International Publishers in Science, Medicine & Education, 300 North Charles Street, Baltimore, Maryland 21201. The book provides a concrete program for implementing the job club approach to finding employment. The book offers specific procedures to be followed by the counselor and the job seeker. It includes many printed forms, outlines, sample scripts, and schedules to simplify performance of the standardized activities.

Barlow, Lawrence E. (1981). The Job Seeker's Bible. Vocational and Career Assessment, Publishing Division, P.O. Box 1566, Lakeside, California 92040-0950. The book provides techniques and tools for identifying employment openings, interviewing, developing a positive self-image, eliminating employment misconceptions and ensuring continued job success.

Bissonnette-Lamendella (1986). Paths to Entering the Job Market: Curriculum for the Vocational Classroom. Milt Wright & Associates, 17624 Romar Street, Northridge, California 91325-1421, (818) 349-0858. Sponsored by the California State Job Training Coordinating Council, the California State Department of Education Employment Preparation Division and the Los Angeles County Office of Education. The curriculum guide provides job club/job search classroom materials which can be selected to minimize the trainer or teacher preparation time and maximize the use of students' time for job search training towards securing employment. Topics include job market issues, job market research, contacting employers, resumes and applications, job interviews, and the world of work. Consultants are available through Vocational Occupational Information Center for Educators (VOICE) to provide staff training on the use of this guide on a no fee basis.

Bissonnette-Lamendella, Denise and Pimental, Richard (1984). Performance Based Placement Manual. Milt Wright & Associates, 17624 Romar Street, Northridge, California 91325-1421, (818) 349-0858. The manual is intended to be used as a supplement for training job developers. It provides excellent tools and techniques for all job developers in time management, applicant assessment and counseling, dispelling job market myths, job market research, marketing, telephone and in-person contact with employers, applicant/employer interview, and placement follow-up.

*Taken from Handbook on GAIN Educational Services, Chapter X, Job Club/Job Search by Bissonnette-Lamendella and Wright. Production of this appendix was credited to Anita Lee Wright.

Bissonnette-Lamendella, Denise and Pimentel, Richard (1986). Training for Job Developers: A Supervisor's Guide. Milt Wright & Associates, 17624 Romar Street, Northridge, California 91325-1421, (818) 349-0858. Sponsored by the Southeast Los Angeles County Private Industry Council. This guide provides materials to assist programs in the development of in-house training for job developers. The guide includes job developer training materials, activities and trainer's guidelines in program overview, applicant assessment, applicant guidance, job market research, contacting employers and marketing techniques. Enclosed within the guide is the Performance Based Placement Manual.

Bolles, Richard Nelson. What Color is Your Parachute? Ten Speed Press, P.O. Box 7123, Berkeley, California 94707. A practical manual for job hunters and career changes. Revised yearly, this is the best selling job search book. It can be used effectively by any motivated individual interested in determining job objectives and career goals.

California State Employment Development Department (1982). Workshop Leader's Guide For Finding A New Job With Skills You Already Have. Education/ Industrial Liaison Office. Limited availability through local Employment Development Department Job Service. This is a general guide for workshop leaders conducting skills analysis - skills transference workshops using the Employment Development Department (EDD) publication Finding A New Job With Skills You Already Have.

Farr, J. Michael, (1983). The Work Book: Getting the Job You Want. McKnight Publishing Company, Bloomington, Illinois 61701. The workbook uses a practical approach that actively involves participants in compiling their personal qualifications and job finding plan. An instructor's guide is also available which covers use of the workbook in different instructional situations - classroom, workshop, individual and group counseling.

Kimeldorf, Martin (1985). Job Search Education. Educational Design, Inc., 47 West 13 Street, New York, New York 10011. A collection of 80 worksheet exercises and examples useful to most job seekers. Includes career exploration, job seeking, resumes and other topics.

Lathrop, Richard (1978). The Job Market. The National Center for Job Market Studies, Box 3651, Washington, D.C. 20007. An important source for instructors. Provides substantial data on how people find jobs and information supporting a self-directed approach to job search services.

Wegmann, Robert (1985). Looking for Work in the New Economy. Olympus Publishing Company, 1670 East 1300 South, Salt Lake City, Utah 84105. The book was designed to provide educators, human resource professionals, counselors and those running government funded employment and training programs with a single source where they can find a summary of what has been learned from research in the American economy during the last decade and experience about the job search process.

ADDITIONAL RESOURCES

Bennett & McKnight, a division of Glencoe Publishing Co., 809 West Detwiller Drive, Peoria, Illinois 61615. Catalog available which contains vocational and career education audio visual, cassette and workbook materials.

Career Aids, Inc., 20417 Nordhoff Avenue, Chatsworth, California 91311. Catalog available which contains occupational, vocational and career education materials; career decision making, pre-employment preparation, communication skills, job search, job attitudes, job survival and success.

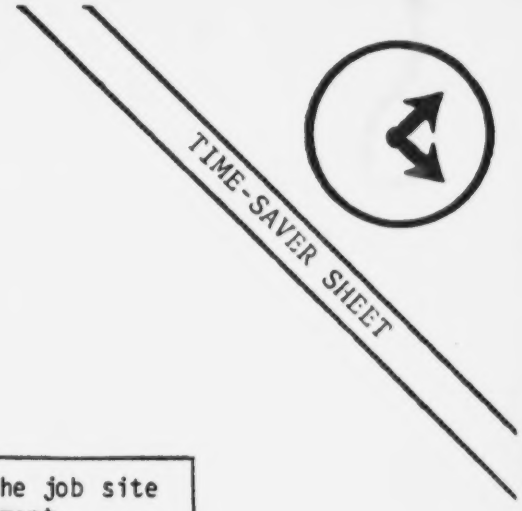
MGD Unlimited, 1613 Mankato Court, Claremont, California 91711. Catalog available which contains vocational educational software materials.

Occupational Awareness, P.O. Box 948, Los Alamitos, California 90720. Catalog available which includes vocational educational software, video and filmstrips.

Pamphlet You and Your First Job. Personnel and Industrial Relations Association, Inc., 3600 Wilshire Boulevard, Suite 1626, Los Angeles, California 90010.

You're Hired, (1984). A job placement manual developed by the Job Development, Placement, and Follow-Up Committee of the California State Department of Education with funding by the Job Training Partnership Act. Available through VOICE, 721 Captiol Mall, Sacramento, California 95814.

VOICE (Vocational and Occupational Information Center for Educators), 560 J Street, Suite 385, Sacramento, California 95814. VOICE is an automated system that provides vocational educators with a variety of items, such as products, curriculum and instructional materials, government publications, research reports, studies, and consultants for training on the use of "Paths to Entering the Job Market: Curriculum for the Vocational Classroom" on a no fee basis.



MODULE XVI

JOB PLACEMENT

DEFINITION:

> Job placement refers to selecting the job site and situating the student in employment.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is job placement?
- Who should be responsible for job placement?
- When should job placement occur?
- How is job placement accomplished?
- What constitutes good job placement?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning and monitoring job placement in a vocational education program.
- For providing information to parents.
- For interacting with employers and coordinating employer linkages and employer partnerships.
- For background information when preparing to interact with job placement personnel.

MODULE XVI

JOB PLACEMENT

The overriding goal of vocational education is to provide the student (whether or not he or she has special needs) with marketable skills that will lead to entry level employment or preparation for more advanced training. For this reason, job placement is one of the critical tests of the effectiveness and comprehensiveness of a vocational education program.

This module will cover the following aspects of job placement: (1) Who is responsible for job placement? (2) When it should job placement occur? (3) What constitutes good job placement?

WHAT IS JOB PLACEMENT?

Job placement is one of the final steps in the process of preparing students for employment. It involves selecting the job site (a cooperative effort among school, employer and student) and situating (placing) the student in employment. Job placement for students with special needs follows the same pattern as job placement for regular vocational education students.

This discussion of job placement assumes that job market analysis and job development have been accomplished. Module XIV, Job Market Analysis, described the first steps of job development: investigating the employment market for the purpose of identifying employer needs. Module XV, Job Development, outlined the rest of the job development process which included job readiness preparation for students and establishing employer linkages.

WHO SHOULD BE RESPONSIBLE FOR JOB PLACEMENT?

Everyone involved in the process of providing career-vocational preparation services to students with special needs should be involved in job placement:

- Vocational Education Administrators
- Vocational Education Advisory Committee Members
- Vocational Education Teachers
- Special Education Teachers
- Job Developers
- Counselors
- Work Experience Coordinators
- State Agencies (Department of Rehabilitation, Employment Development Department)

- Community Support Agencies
- Parents
- Students
- Employers

Job placement should be a coordinated, district wide effort. A single person should be designated to coordinate placement activities. The placement coordinator may or may not be the same person as the job developer, but if they are not, it is critical that these two professionals work closely together to successfully place students in employment.

WHEN SHOULD JOB PLACEMENT OCCUR?

The time to consider job placement for students with special needs is generally the same as it is for students in the vocational program who do not have special needs. The following factors pertaining to student preparation, job market analysis, and job development must be completed:

- Student Preparation
  - The student has completed the necessary vocational training for the job or is involved in vocational work experience education (WEE) which combines paid employment with vocational education classroom instruction, directly related to the student's occupational goal.*
  - The student's interests, aptitudes, strengths, and weaknesses have been assessed.
  - The student has been provided with a career awareness program which has resulted in the student's choice of a career field or specific job.
  - The student has been provided with an array of job readiness experiences and is capable of such skills as interviewing, getting to the job, and behaving appropriately at the job.
  - The student has been supplied with any adaptive equipment necessary to perform the job and is skilled in its usage.
  - The student has demonstrated some level of competency in the job via work samples, WEE or some other form of job experience.

*Exploratory work experience and general work experience (other types of WEE) are not included as prerequisites toward job placement since they are not directly related to the student's occupational goals.

- Job Market Analysis

  - A recent community job market analysis has been completed which delineates job market trends, and occupations and jobs which are available in the community.

  - A recent job market analysis has been completed which shows entry level skills required by available jobs.

- Job Development

  - Employer needs have been identified using data from the job market analysis and from other relevant sources.

  - A pool of potential employers has been identified as being appropriate for particular students' job placements.

  - Cooperative selection of a job placement is made (with the school, the student and the employer).

  - Employer linkages have been established or employer partnerships developed.

  - Linkage agreements (with employers) have been finalized and are (ideally) in written form.

When the above components are in place, actual job placement can be put into effect.

HOW IS JOB PLACEMENT ACCOMPLISHED?

Placement activities vary depending on the particular needs of the student, employer characteristics, type of job, and the placement program. The following activities, although not an all inclusive list, represent the essential steps the in placement process:

- Confirm the site selected with student.

- Communicate placement plans to parents.

- Communicate placement plans to school personnel (vocational education teachers, special education teachers, resource specialists, counselors, vocational education administrators, job developers, etc.).

- Arrange for an interview.

- Practice interviewing skills with students through role playing.

- Check transportation schedules.

- Ensure clarification of the work schedules between the employer and student.
- Select a date to begin work or confirm date if selected by employer.
- Inform the site supervisor 24 hours prior to placement, and following the interview, of start date and weekly schedule.
- Conduct a final briefing with student to include:
  - Job responsibilities
  - Machinery/tools that will be used
  - Clothes/equipment to wear
  - Transportation arrangements
  - What to do in emergencies
  - Filling out time sheets
  - Calling in when absent or sick
- Accompany the student on the first day of work.

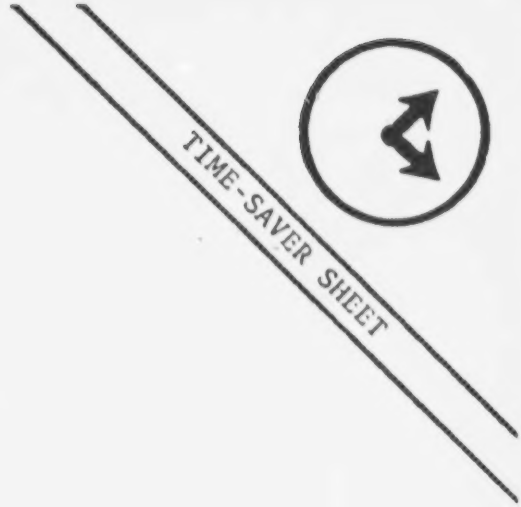
WHAT CONSTITUTES GOOD JOB PLACEMENT?

Job placement is frequently used as an evaluative criterion for vocational programs. This is especially the case for programs that enroll students with special needs, since critics are often skeptical about the practicality of including students with special needs into regular vocational education, as well as the likelihood of finding community employment for these students.

The California State Department of Education, Career-Vocational Preparation Division, encourages vocational programs:

- To strive toward 100% placements, whether it be in the occupation trained for, in a related occupation, in an unrelated occupation, or in a more advanced training program.
- To provide placement services to students who have dropped out of the program (students with special needs may be more likely to do so).
- To track placement success or failure with follow-up studies so that instructional procedures, job development procedures and job placement can be improved.

Follow-Up is the next and final topic of this Handbook.



MODULE XVII

FOLLOW-UP SERVICES

DEFINITION:

> Follow-up services refers to those services provided to the student and the employer after job placement to ensure the success of the student, and the satisfaction of the employer.

THIS MODULE ANSWERS THE FOLLOWING QUESTIONS:

- What is the terminology used in follow-up?
- What is the purpose of follow-up services?
- What are follow-up services for students with special needs?
- What are follow-up services for employers?
- How are follow-up services provided?

THE VOCATIONAL EDUCATION ADMINISTRATOR CAN USE THIS MODULE IN THE FOLLOWING WAYS:

- For planning follow-up services.
- For monitoring follow-up services.
- For providing information to employers on follow-up services.
- For program evaluation.

MODULE XVII

FOLLOW-UP SERVICES

Follow-up services are provided to ensure that the long range goal of the vocational education program---the successful employment of students with special needs or their preparation for more advanced training---is met. Although follow-up services involve a form of evaluation, they differ from evaluation in emphasis. Follow-up services ensure both the success of the job placement from the perspective of both the student and the employer and a continued good relationship between school and employer.

This module will present essential elements of follow-up services: the terminology used in follow-up, the purposes of follow-up services, the nature of follow-up services for students and the employers, and the process of providing follow-up services.

WHAT IS THE TERMINOLOGY USED IN FOLLOW-UP?

The following are definitions of terms and concepts used in considering follow-up services:

- Job Performance. Those qualities which lead to successful job completion, employee satisfaction, and employer satisfaction. Job performance involves:
  - Motivation (perception of effort, value placed on extrinsic outcomes, setting performance goals).
  - Skill (aptitude, training, job experience).
  - Role conception (ideas about what the job involves).
- Completer (of a Vocational Education Program). A student who has finished a sequence of courses, services, or activities designed to meet an occupational objective.
- Employer's Specifications. Required skills, knowledge, aptitude, attitudes, training or education, personal appearance, and job prerequisites demanded of an applicant by an employer.

WHAT IS THE PURPOSE OF FOLLOW-UP SERVICES?

Follow-up services provide necessary information and assistance to four groups of people:

- Students
  - Receive counseling to help them adjust to the work world.
  - Receive assistance in locating any additional training needed.
  - Receive assistance in finding any necessary support services.

- School Staff

  - Provides a method to troubleshoot.

  - Provides an opportunity to problem solve.

  - Maintains good relationship with employers for continued employer linkages and employer partnerships.

  - Provides information about the usefulness of current program offerings.

  - Provides recommendations for program improvement.

  - Creates opportunity to disseminate information about the program.

- Employers

  - Receive assistance in finding support services for making necessary on-the-job modifications to accommodate students with special needs.

  - Receive assistance in meeting staff training needs for learning to work with students with special needs.

  - Given opportunities to make suggestions to improve preemployment training.

- Community

  - Given opportunity to make recommendations about future use of community resources and involvement.

Ultimately, the information exchanged and the services provided via follow-up will provide evaluation information which can be used for program improvement.

WHAT ARE FOLLOW-UP SERVICES FOR STUDENTS WITH SPECIAL NEEDS?

It is possible to successfully move a student through the entire vocational education program and into job placement only to find that the student or employer (or both) are unhappy, or worse, that the job placement ended in dismissal or resignation. The school's follow-up services should address the following student concerns:

- How does the student value his/her prevocational or vocational preparation in terms of preparation for employment?

- What other skills are needed for making the job performance more successful and rewarding?

- To what extent do supportive services aid the student in making the transition from school to work?

- What, if any, additional services appear to be needed to help the student function in his or her job?
  - Is transportation adequate for going to and from work?
  - Are finances adequate for meeting expenses?
  - Is adaptive equipment facilitating job success?
  - Are community support services accessible when needed?
    1) tutoring (for example, for bilingual students)
    2) counseling
    3) health services
    4) legal services

Follow-up services for students may mean counseling, facilitating community involvement, or providing additional training.

WHAT ARE FOLLOW-UP SERVICES FOR EMPLOYERS?

By assessing employer satisfaction, school personnel can design programs and services which either provide better trained employees, or offer assistance in better preparing the workplace for students with special needs. Services can be designed based on answers to the following questions:

- To what extent are the competencies taught within the vocational education program consistent with those required for on-the-job performance?
- How well do students with special needs compare with other similarly trained employees?
- What competencies do former students lack? What recommendations can employers make for program improvement?
- What school-provided job site services are needed for helping students with special needs to make a smooth transition to the workplace?

HOW ARE FOLLOW-UP SERVICES PROVIDED?

Many schools have experienced budget cuts and consequently there may not be anyone currently assigned to conduct follow-up activities with students and employers. The school, however, does not have to take sole responsibility for providing follow-up services. Many community agencies have overlapping responsibilities for providing services to students with special needs. These agencies, in cooperation with school staff and industry partners, can form teams which collect follow-up data, diagnose problems and develop a strategy for meeting needs. The strategies could range from straight forward solutions such as the provision of bilingual aides for limited-English-proficient

students to more complex solutions such as lobbying a city council to provide bus services to unserved disabled populations. Whatever the solutions, school-community partnership approaches to providing follow-up services will expand the school's capacity to meet the special needs of students.

The first step in providing follow-up services is to determine what services are needed (see the above section on services to students and employers for methods to use and questions to ask). Many vocational education teachers, counselors and job placement coordinators simply keep an open door policy for former students to drop in and let them know how their placement has progressed, or other job placement coordinators maintain phone contact with employers. However, due to special conditions which accompany the employment of students with special needs, more active strategies for determining follow-up needs should be used with these students.

- Follow-Up Visits. Follow-up visits should be made immediately after placement and should occur frequently until the person responsible for placement is confident that both the student and the employer are well adjusted to the placement.

- Recordkeeping and Interviews. Files should be kept on students who have been placed in jobs. Students and employers should be called at intervals of six months and two years and interviewed. Student and employer responses should be reviewed by a planning team or advisory committee for evaluation purposes and program modifications should be made to correct any observed weaknesses.

- Telephone Surveys. Surveys conducted during hours when working people are at home have shown high rates of information return. Successful telephone surveys are usually made around mealtime on Monday nights or on Saturday mid-mornings before people leave for the day.

- Written Surveys. More formal surveys can be developed and mailed to former students and their employers. Mailed surveys have several advantages:

  - They can be mailed out to many employers and students.

  - They are less time consuming than interviews, especially if no one person is responsible for follow-up.

  - They are objective and all respondents are asked the same questions.

  - They are easy to collate and compile into a report for evaluation purposes.

  - They provide documentation that can be used to justify the program, improve services, etc.

  A sample survey format is included in an appendix to this module.

  - Written surveys have some disadvantages too.

1) They cannot anticipate all situations, and thus may not ask the right questions.

2) They often have a low return rate.

3) They run the risk of giving students an impersonal feeling, as if no one really cares, so why fill it out?.

4) They discriminate against students with language, reading, or visual difficulties.

If the school is to maintain effective community involvement, follow-up with community partners and volunteers is crucial. Letters of thanks, phone calls asking for suggestions, semiannual discussion meetings, or other contacts are important for keeping community members involved and feeling like they have a "stake" in the program.

This module has reviewed the importance of follow-up in the continuum of providing vocational education to students with special needs. The module has covered: the terminology used in follow-up, the purpose and benefits of follow-up services, follow-up services provided to students and employers, and the follow-up process.

This module on follow-up services completes the VERS Handbook for Administrators on Career-Vocational Preparation Services for Disadvantaged Students and Students with Handicapping Conditions. The vocational education administrator has been presented with essential concepts and procedures underpinning the successful provision of career-vocational preparation services to students with special needs in the regular vocational classroom. The first seven modules addressed administrative issues:

- Ideology
- Federal and State Regulations
- Program Planning
- Funding and Fiscal Management
- Personnel Development
- Community Relations
- Coordination with Community Support Agencies

The remaining modules focused on what the vocational administrator needs to know regarding the implementation of vocational education:

- Student Identification
- Student Assessment
- Individualized Education Program Development

- Classroom/Program Placement
- Instructional Accommodations
- Learning Centers
- Job Market Analysis
- Job Development
- Job Placement
- Follow-Up Services

This Handbook was prepared to equip vocational education administrators with information he/she needs to make cogent, cost effective decisions regarding career-vocational preparation services for students with special needs. The successful integration of disadvantaged students and students with handicapping conditions into the regular vocational education programs presents many challenges. The vocational education administrator should utilize members of the community, personnel involved in vocational education and special education in the local education agency, and the resources of the Vocational Education Resource System (VERS) to fulfill this challenge. VERS would like to help your school. Please write or call VERS if you would like no-cost assistance in improving your vocational education program. [VERS, California Institute on Human Services, Sonoma State University, Rohnert Park, CA 94928, (707) 664-2416.]

MODULE XVII
APPENDIX A

Student Follow-up Questionnaire*

1. Are you currently employed?

YES:

____a) Full-Time
____b) Part-Time
____c) Armed Forces

NO: Have you been employed at all since completing (ROP) course?

Yes: ____d) Full time No ____f)
____e) Part-time

2. In what type of business or industry are/were you employed?

_____

What is/was your job title? _____

3. Would you say the reason you are not employed is:

____a) No jobs in area of training
____b) You don't have the necessary skills
____c) Not seeking employment
____d) Attending school
____e) Other

4. How did you get your job?
____a) Family/friend
____b) ROP instructor
____c) E.D.D.
____d) On my own

5. What was your reason for enrolling in ROP class?

____a) Prepare for a job
____b) Prepare for further training
____c) Upgrade job skills
____d) Other

6. Did ROP training meet your needs?

YES: ____a)
NO: ____b) Not enough skills taught.
____c) Skills taught were not useful
____d) Inadequate equipment
____e) Poor Instruction
____f) Other

7. Are you in some kind of school or training now?

YES: ____a) High school NO: ____g)
____b) Two-year college
____c) Four-year college or university
____d) Apprenticeship program
____e) Private trade school
____f) Other

8. Is your present course of study or training...

____a) Closely related to (ROP) course
____b) Somewhat related to (ROP) course
____c) Not related to (ROP) course

*from North Orange County Regional Occupational Program